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NAME OF AUTHOR/*NOM DE L'AUTEUR*	RALPH MICHAEL SCHUH
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NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE*	DR. G. S. PAUL

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The University of Alberta

Canadian Student Attitudes Towards International Education at the University of Alberta

by

© Ralph M. Schuh

A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements for the Degree
of Master of Arts

Department of Sociology

Edmonton, Alberta
Fall, 1977

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The Undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled CANADIAN STUDENT ATTITUDES TOWARDS INTERNATIONAL EDUCATION AT THE UNIVERSITY OF ALBERTA submitted by Ralph Michael Schuh in partial fulfilment of the requirements for the degree of Master of Arts.

Gurbachan Paul
Supervisor

George Kupfer

Dallas Cullen

Date June 30, 77

Abstract

The purpose of this study was to determine to what extent various aspects of international education (especially foreign student exchange) have an impact on the Canadian students who experience them. More specifically, the study examines the development, dynamics and consequences of cross-cultural relationships (which are the direct result of any foreign student exchange program) from the Canadian point of view in order to assess how such relationships affect Canadian student attitudes towards and level of interaction with foreign students as well as their perceptions of other international aspects of their education.

For this purpose a sample of 289 undergraduate and graduate University of Alberta Canadian students were selected and asked to complete a self-administered questionnaire. The analysis of the results indicated that Albertan students favoured the reduction of foreign student exchange programs on the grounds that the presence of foreign students caused increased competition for such things as educational positions, financial support, student housing, and temporary and permanent employment.

The findings also indicated that Albertan students' attitudes towards foreign student exchange and foreign students were most often associated to their age, academic classification, their political orientation, their level of internationalism, their degree of perceived threat, and their past level of interaction with foreign students. Personal characteristics such as sex and marital status, socio-economic background, and rural-urban background proved to be poor predictors of Albertan students' attitudes towards different aspects of international education. Finally, the theoretical framework (Breton et. al.'s social expectation-system overload model) which was used in this study proved to be valuable in the explanation of Albertan students' attitudes towards foreign student exchange. As predicted in the model, Albertan students' attitudes towards various aspects of foreign student exchange were largely a result of their perceptions as to how the presence of foreign students would affect their own well-being in terms of competition for academic honours, financial aid, housing and jobs.

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At a more personal level I owe a significant debt of gratitude to friends Jerry Callaghan, and Brian and Vicki Gibbon who shared in this struggle and managed to endure my many grumblings and brainwaves with patience. Finally and most importantly I would like to thank my family for being there, and Laurie for waiting, believing and inspiring.

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Chapter 1

International Education as a Research Area

Introduction

The term international education is actually a covering label subsuming a number of diversely related activities such as: the study of non-Western cultures; programs of educational exchange (of information, students and teachers); and university programs such as educational technical assistance and institution building in developing nations (Deutsch, 1970: 1). Historically, in Canada, none of these activities have aroused much attention tending instead to be buried under more prevalent educational concerns such as financing, staffing, curriculum development, and institutional administration. However, recently all this has changed and increasingly politicians, the media, the educational community and the public sector have shown greater interest in international education.

Although there has been a great deal of discussion about different aspects of international education most of the concern has focused on only one aspect -- this being the presence of foreign students at Canadian universities, or as this topic is more commonly known -- foreign student exchange*. Concurrently most of the debate on foreign student exchange has been handicapped and sometimes stalemated by the lack of information available on this issue. This is due in large part to the paucity of empirical research which has been done on all phases of international education in Canada. Typically those few studies which have been concerned with this area have focused on the background characteristics of foreign students in relation to their subsequent adjustment to Canadian society. In contrast, studies which have examined international education or foreign student exchange from the host society or Canadian perspective have been exceedingly rare.

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* The label foreign student exchange is somewhat misleading in two

The present study dealt with this gap in the sociological literature and sought to overcome part of this omission by examining in depth Albertan Canadian students' attitudes towards certain aspects of international education. On a general level the study was essentially designed to evaluate the credibility of one of the basic

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ways: first, it assumes a reciprocity which is not factually supported since very few Canadian students are electing to go, or are able to go, to many of the countries which send students to Canada (with the exception of the United States); and secondly, the debate over foreign student exchange has centered almost entirely on the number of students coming to Canada and has only been indirectly concerned with the number of Canadian students going to other countries. Thus when the term foreign student exchange appears in this study it should be remembered that it usually refers to a one-way student exchange process.

justifying principles of international education, which holds that: a university's involvement with international education will have an impact on the institution's population by increasing the prevalence of a 'world outlook'. An increase in world outlook is usually taken to mean increases in individual levels of -- cultural enrichment, cross-national perspectives, cultural relativism, cultural transcendentalism and/or cross-cultural mutual understanding; which ultimately acts to create on a larger scale, an 'international orientation' on the university campus.

More specifically, however, the present study was concerned with ascertaining whether international aspects and experiences of a university degree program (eg. foreign language and non-Western studies courses, or cross-cultural interaction with foreign students) actually have some effect on Albertan Canadian students' attitudes or on students' interest or participation in other internationally oriented activities. In addition and perhaps more importantly, the study was primarily concerned with examining the development, dynamics and consequences of cross-cultural relationships from the Albertan student point of view to determine what effect such relationships have on:

(a) Albertan students' attitudes towards and level of interaction with foreign students*;

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* The term foreign student is also somewhat misleading and requires clarification. For the purposes of this study the term foreign student is taken to mean only those students who are in Canada on a temporary visa (section 7(1)(f) of the Immigration Act) for the

(b) Albertan students' orientations towards and participation in other international aspects of their education; and,

(c) Albertan students' expectations for future involvements with international activities (eg. a career overseas).+

The study itself is divided into six chapters. This, the first chapter, examines the development of research in the area of international education focusing on its objectives, methodological problems and theoretical characteristics. Due to the lack of theoretical and empirical research in the area of North American attitudes towards international education an attempt is made to relate more general sociological theory in the areas of ethnic and racial relations, intergroup contact, and attitude formation to the analysis of this research topic. Subsequently an analytical model is chosen (Breton et. al.'s social expectation-system overload model) and the possibility of applying it to the examination of Albertan students' attitudes towards foreign student exchange is considered.

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sole purpose of pursuing a particular course of studies. Students with landed immigrant status are not considered to be foreign students since they are permanent residents of Canada and have the same basic rights and privileges as other Canadians (except for voting privileges).

The term foreign student is also confusing since it seems to imply some degree of commonality between all foreign students which is not really there. In fact the only thing foreign students do share is their immigration status in Canada. For example, the adjustment problems encountered by students from Pakistan and Hong Kong in terms

The second chapter deals with the development and growth of the commitment to international education in Canada and Alberta thereby providing the reader with an historical background against which to juxtapose contemporary Albertan Canadian attitudes towards foreign student exchange. This is followed in the third chapter by a description of the research hypotheses and research methodology.

Chapter four, the major section of the thesis, consists of a detailed review of the research findings including a discussion of: sample characteristics; Albertan students' expectations for involvement with different types of international activity; Albertan students' attitudes towards foreign student exchange and foreign students; and, the nature and impact of cross-cultural relations at the University

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of language, dress, behaviour and climate are not the same as those encountered by students from the United States or Australia. Furthermore in some instances such as with students from Nigeria and India there are often considerable differences (eg. linguistic) between students from different regions of each country which hamper interaction between them. Thus when the term foreign student is used in this study it should be kept in mind that a rather heterogeneous group of students is being referred to (Groberman, 1976: 1-3).

[+] It should be stressed that in all three cases mentioned above, the type of Canadian student behaviour being referred to is that which is reported by the students in response to items on a questionnaire, rather than being a description of their actual attitudes, orientations or expectations.

of Alberta.

In chapter five the research results are synthesized and discussed with reference to the analytical model. The last chapter considers some of the long-range ramifications of the findings and presents the general conclusions of the study along with some recommendations for future studies of international education in Canada.

A Review of Research on International Education

In contrast to the strikingly poor Canadian research record in the area of international education, a great deal of research has been done on this topic in the United States. However, most of the studies done in the United States were undertaken during the late 1950's and early 1960's when foreign student exchange programs were originally introduced. The great majority of these early studies focused on variables related to the adjustment of foreign students to North America and on the impact of the American educational experience on foreign student behaviour and attitudes.

More specifically, research in the area of international education has dealt with: histories of educational exchanges, studies of the role of education in national development, prearrival personal characteristics and attitudes of foreign students, stages of foreign student adjustment to the host country, foreign student attitudes towards the host society, the admission and orientation process, language problems, foreign student achievement, the effect of experiences in the host country on foreign student attitudes, and post-return adjustment and experiences in the native country (Deutsch, 1970: 56; DuBois, 1962; and Selltiz, 1963).

There is, however, one aspect of international education that was not and still has not been examined to any significant extent; this is the impact of cross-cultural interaction (in the university setting) on North American and foreign student perceptions of cross-cultural relationships. In fact there exist almost no empirical studies of host students' attitudes towards participation in international education and cross-cultural relations on campus in Canada or the United States. The reasons as to why this topic has been overlooked or avoided in the sociological literature are numerous. Deutsch, for example, has suggested that this research ". . . hiatus is due to several factors, basically the difficulty of factoring extraneous variables to identify the effects of the educational experience itself . . ." and then ". . . there is the methodological problem, since measures of attitudinal change require longitudinal or time studies" (1970: 118-119). Also in a methodological vein Selltiz et. al. have noted that there is the difficulty of overcoming the confusion between cause and effect.

> Suppose we find an association between some aspect of interaction and some aspect of attitude change; which is cause and effect? To disentangle the causal factors, it is necessary to demonstrate both that the interaction precedes the attitude change in time and that differences in interaction are not due to differences in individual inclination. This requirement, which offers little trouble in the laboratory, is quite difficult to satisfy in a study done under field conditions (1956: 35).

Furthermore, it is also possible that the topic of North American attitudes towards international education was probably not considered worthy of study due to a generally accepted assumption that countries sponsoring student exchange were by implication supportive of these programs. Presently, however, after approximately two decades of Canadian involvement with international education it appears that public approval can no longer be taken for granted since both public and governmental opposition to foreign student exchange has increased.

Although research in the area of international education has largely avoided North American perceptions of foreign student exchange, some of the many studies dealing with the adjustment of foreign students to North America are relevant to the present thesis since the adjustment of foreign students affects to some degree the nature of their interaction with Canadian students, which in turn affects Canadian student perceptions of foreign students and international education.

Studies of the adjustment of foreign students have continually stressed the importance of a satisfactory adjustment to the 'new society' of residence since a poor level of adjustment can have a deleterious effect on both the academic performance and the mental health of the foreign student (Smith, 1956; Sewell and Davidson, 1969). A major and recurrent finding of these studies has been that foreign students ". . . followed definite, predictable patterns, a series of ups and downs during which student attitudes towards . . . the host country . . . , himself and his studies fluctuated" (Watson, 1967: 10). These patterned phases of adjustment were first documented by Lysgaard (1955) in a study of Norwegian Fullbright grantees in which the author suggested that these phases formed a "U-curve" of adjustment*. Jacobson (1960, 216) has noted that "regardless of the cultural background of the sojourner, the same adjustment cycle seems to occur". The cycle itself can be broken down into four distinct phases: spectator, adaptive, coming to terms, and predeparture.

In the spectator phase the foreign student is psychologically detached from the new environment and his adjustment has mainly to do with personality, linguistic and behavioural problems. This is followed in the adaptive phase by active participation in the host culture and institutions as the student becomes engaged with the network of values, customs and habits prevalent in the host society. In the coming to terms phase the foreign student begins to establish a 'modus vivendi' enabling him or her to interact actively and positively with his or her hosts. In the final stage, the predeparture phase, the foreign student experiences a final period of reappraisal and anticipation as he or she considers returning to his or her country with expectation or apprehension.

It should be noted that none of these phases are easily separated since they tend to merge into each other to varying degrees. Also movement through different stages of the adjustment cycle varies in relation to a number of factors associated with the adjustment process. These factors include: foreign student self-esteem, the level of cultural and value differences between foreign students and host citizens, the type of initial contact situation, and the level of foreign student interaction with host citizens.

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* The existence of the U-curve has subsequently been documented by: DuBois, 1956; Coelho, 1958; Gullahorn, 1955; Morris, 1960; Beals and Humphrey, 1957; Sewell and Davidson, 1954; Lambert and Bressler, 1956, and Selltiz et. al., 1963.

Although some of the material included below may appear to be digressive or somewhat unrelated to the topic of this study, the reader should remember once again that the factors affecting foreign student adjustment are intimately tied to the type of interaction which they have with Canadian students. The nature of this cross-cultural contact in turn affects Canadian students' attitudes towards foreign students in particular and towards foreign student exchange in general.

In regards to the first factor, foreign student self-esteem, DuBois (1962: 39) has suggested that the positive and constructive adjustment of a foreign student to any new society requires that he or she have a healthy self-esteem; and that the foreign sojourn not diminish it. If the level of self-esteem is not maintained, depression and withdrawal may result and this further hampers adjustment to the new society. One factor which is associated with the maintenance of self-esteem is felt and accorded national status. Briefly, in terms of national status, it appears that most people establish more or less consciously national status hierarchies. These ideas about national status tend to be based on a highly selected series of traits which are usually value laden. Concomitantly there is often a difference between what the foreign student conceives as the status of his or her nation (i.e. felt national status) and what individuals in the host country conceive to be the status of the visitors' country (i.e. accorded national status). "If the foreign student's felt national status ranks considerably higher than the status accorded his or her country in the host nation, then the adjustment he or she makes may diminish" (DuBois, 1962: 42). It is worth adding here that:

> ... direct hostility on the part of the host to a particular nationality is not necessarily the most damaging attitude to a foreigner's self-esteem. Pure ignorance and naive stereotypes may be even more demeaning to a foreign student's self-esteem (DuBois, 1962: 42).

The consequences of such negative experiences have been documented in a study by Lambert and Bressler (1956) which found that Indian and Pakistani students, early in their stay in the United States, perceived an American image of their homelands which implied low status for their countries and by extension for them. The friction resulting from these perceptions and American stereotyped conceptions and ignorance of Indian and Pakistani affairs resulted in an insecure social interaction and hypersensitivity and hostility among Indians and Pakistanis.

Another factor that appears to be related to foreign student adjustment is the degree of normative dissimilarity between the foreign student and citizens of the host society. Gullahorn and Gullahorn (1958) have provided some data on the relationship between dissimilarity in normative patterns and the probability of unsatisfactory experiences in the host culture. It was discovered that American grantees in Europe were more satisfied with their overseas experiences and had more frequent interaction with foreign colleagues during and after their stay abroad than grantees in the Middle and

Far East. The authors suggest that this difference is due to greater communication problems and value dissonances encountered by grantees in the Middle and Far East.

Further evidence concerning the impact of perceived dissimilarities in value patterns has been presented in a study by Selltiz, Hopson and Cook (1956). They found that Europeans were more likely to be in contact situations with high interaction potential than non-European students; and that, at any given level of interaction potential, Europeans were likely to have more frequent and more intimate associations with Americans.

Perhaps the factor most related to the satisfactory adjustment of the foreign student and his or her general level of ". . . self-esteem in cross-cultural adaptation is his or her capacity to establish early in his sojourn one or more supportive interpersonal relationships" (DuBois, 1962: 41). Interpersonal relations are especially important since they influence ". . . the nature and direction of the satisfactions and deprivations an individual feels when he or she is transplanted not merely among strangers but also among strangers whose whole pattern of relationship may be different from his or her own" (DuBois, 1962: 93). For example, ". . . difficulties with material concerns like housing, food, and clothing, and finances can easily and more often appropriately be mediated by supportive interpersonal relations (DuBois, 1962: 93). Such interpersonal relations are also important to the foreign student as he or she attempts to overcome any emotional problems encountered during the adaptive phase.

It is interesting to note that the development of these supportive interpersonal relationships between foreign students and citizens of the host society has usually been taken for granted in government supported cross-cultural educational programs while little research has been done to determine to what extent these relationships are actually occurring.

However, some initial data as to the factors involved with the development of supportive interpersonal relations between North American and foreign students has come from a study of Scandinavian exchange students by Sewell and Davidson (1956). The findings of this study suggest that communication and contact are two of the necessary preconditions for a satisfactory adjustment to North Americans and to the North American environment. It was also determined that the higher the level of contact between foreign and North American students:

(1) the higher the foreign student's English-speaking ability;

(2) the less 'foreign' the foreign student's appearance;

(3) the more prior contact the foreign student had had with America and Americans;

(4) the more likely the foreign student's field of study was in the liberal arts in contrast to physical and biological sciences; and,

(5) the more likely the foreign student's purpose in coming to the United States was social or cultural, in contrast to strictly professional purposes.

Sewell and Davidson concluded by stressing ". . . that these factors may be of even greater importance in dealing with foreign students whose backgrounds vary more than those of the Scandinavian group and who do not find themselves in academic communities that are as receptive to them . . ." (1956: 12).

Another study by Selltiz, Hopson and Cook (1956) found that four variables; type of college, nationality, interaction potential of living arrangements, and interaction potential of other social situations were related to the level of interaction between foreign and American students. Attendance at small colleges led foreign students into contact situations with greater interaction potential than attendance at large universities. In terms of nationality, Europeans as compared to non-Europeans had more varied, more intimate, and more frequent interactions with Americans. Finally, Europeans were also more likely than non-Europeans to be in contact situations with high interaction potential such as fraternities.

It is worth adding at this point that many of Canada's current student exchange programs appear to be based on the assumptions and findings of studies such as those mentioned above, and on the belief that host society knowledge about other cultures will lead to increased host society approval for those other cultures and their people. More specifically, on an individual level it has been assumed that an increase of interaction between two or more persons, regardless of background is expected to increase their liking for one another; and conversely, the more the persons like one another, the more frequently they will interact (Homans, 1950: chapters 5 & 6).

Support for these assumptions has come from two studies, one by Gullahorn and Gullahorn (1958, cited in Jacobson, 1960), and one by Deutsch (1970). The first study by the Gullahorns dealt with returned American Fullbright and Smith-Mundt grantees and discovered that a significant relationship existed between the number of professional contacts a grantee reported having abroad and his own degree of satisfaction with his overseas experiences.

The second study by Deutsch contained a section which examined the attitudes of Americans towards the foreign students they were hosting in their homes. Deutsch (1970: 106) discovered that:

> Hosts who are informed about the guest's culture are apparently more likely to develop positive feelings about that culture than hosts who do not have such knowledge. More striking is the fact that hosts who do not increase their knowledge of the foreign student's culture during the association with him or her are likely to experience either a negative change or no change in attitude, while those who increase their knowledge tend to develop more positive attitudes toward the foreign culture.

Both the Gullahorn and Deutsch studies provide some evidence that knowledge of a foreign scholar's country and interaction with a visiting student is likely to lead to favourable North American dispositions towards the foreign student and his native country. Nevertheless, neither study examines how such knowledge and interaction is perceived and handled by the North Americans, nor how this type of cross-cultural information exchange and interaction is developed and maintained.

It should be mentioned at this point that the foreign student himself, and the university environment may actually act to reduce the possibility for the formation of supportive interpersonal relations between foreign and North American students. For instance, Selby and Woods (1966) found that the academic system exerts a tremendous influence on the student's perception of, and interaction with, other aspects of university and North American life. The authors suggested that the foreign student comes to North America primarily to receive academic and professional training "to the exclusion of every other consideration". Supposedly this feeling of purpose conditions the activities of foreign students by restricting their energies to fulfilling the four major demands of the academic environment; these being:

(1) competition with all, for goals granted to few,

(2) scheduling and completion of tasks according to a rigorous timetable in an atmosphere of 'rush and frantic activity',

(3) constriction of other activities thought to be a normal aspect of life in order to fulfill these demands,

(4) degradation of the importance of interpersonal relationships with other foreign or American students,

> ... insofar as, first, the war of each against all precludes close friendships with the enemy, second, the rush of work precludes opportunity for fraternization and, finally because close friendships, or even rewarding interpersonal relations require time and effort, which are preempted by his or her (i.e. the foreign student's) striving for academic honors (1966: 142).

Selby and Woods also discovered that ". . . the foreign student clearly does not meet and talk to American students who would be able to 'tip' him or her off on how the system operates" (1966: 146). This lack of student interaction is also reflected in the fact that the majority of foreign students were extremely dissatisfied with their relationships with American students: "they felt that American students are hard-working, hard to contact, hard to get close to, and generally uninterested in experience outside their academic interests and activity" (1966: 148). Selby and Woods concluded that: "the structure of academic life precludes social activities of a leisurely kind as well as wide social contact with American students" (1966: 153).

Summarizing to this point, the studies discussed so far have focused mainly on factors related to foreign student's adjustment to the host society, and have only mentioned North American student perceptions of international education indirectly through a discussion of the relationship between cross-cultural contact and cross-cultural relations. There are, however, a few sociological studies which have dealt more specifically with North American student attitudes towards foreign student exchange programs and foreign students. These studies will be considered in some detail in the following pages.

North American Attitudes Towards International Education

Perhaps the earliest study done in the area of cross-cultural relations in the university environment was that undertaken by Goldsen, Suchman and Williams in 1956. The central research questions of this study were: given a university environment in which social norms favour:

> cross-cultural contact and interaction between American and foreign students, what accounts for differential rates of interaction? What factors bring some American students into meaningful social relations with foreign students and which inhibit the growth of such relationships among others? (1956: 26)

From the study sample of 588 Cornell University American students, 37 percent scored high on a scale measuring the extent of social interaction with foreign students, 26 percent scored low and 37 percent scored in an intermediate position. Three major factors were found to be related to the development of 'meaningful relationships'* with foreign students:

(1) American student level of participation in the mainstream of campus social life,

(2) American student friendliness, outgoingness and liking for people, and,

(3) American student spatial proximity to foreign students.

Briefly, Goldsen et. al. found that American students who associated with foreign students were more likely to: be fraternity members, participate in extra-curricular activities, date at least once a month, and be satisfied with the life they were leading at Cornell. These same individuals tended to think of themselves as friendly and outgoing and reported that there were foreign students in the building where they lived and in the organizations and classes which they frequented.

A later study by Vreeland and Bidwell (1965) demonstrated that residence patterns affect American student attitudes ". . . but have no clear effect in interaction between students in general, much less on cross-cultural relations in particular" (Deutsch, 1970: 119). In contrast, a study by Shearer arrived at somewhat different conclusions. Shearer (1965) found that proximity is in itself not a causal factor in generating cross-cultural relationships, although it has some relevance in this regard. Shearer argued that student interaction patterns are more dependent on personality characteristics and factors such as academic major and home state (Deutsch, 1970: 119).

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* Unfortunately the term 'meaningful relationships' was not defined by Goldsen et. al. and it is thus left to the reader to speculate as to the nature or depth of such relationships.

In a more recent study by Deutsch (1970) much more detailed information was presented on North American student views on international education. The findings of this study revealed that American students were quite internationally oriented, although they rejected any preferential treatment of foreign students. Deutsch also examined cross-cultural relations on campus under the assumption that regardless of the small proportion of foreign students at most host universities it could be

> ... expected that most students would have some social interaction with members of other cultures, where this takes the form of an involved and close friendship, or merely an awareness of their presence in residences, classrooms, or organizations.... Yet it is clear that the nature, intensity, and effect of cross-cultural relationships will vary (1970: 119).

Data from Deutsch's study revealed that only about three out of every ten American students lived in proximity to foreign students. On the other hand, over 50 percent of the American students indicated that there were foreign students in the organizations to which they belonged. Similarly three-fifths of the American students said they attended classes in which there were foreign students present. Combined these figures provide a rough assessment of the situation within which cross-cultural relationships developed.

With regards to these relationships, 20 percent of the American students indicated that they had no contact with foreign students while 35 percent said that they had foreign students as good friends. Summarizing, younger students, undergraduates, social science majors, single females, and students with an international orientation were most likely to form close relationships with foreign students.

The nature of these cross-cultural relations on campus was measured by an index of foreign student interaction which was designed to replicate the research methodology of two other studies, one by Goldsen et. al. (1956) and the other by Shaffer and Dowling (1966). The first of these studies, by Goldsen et. al., concluded that students who participate socially and are well integrated into campus life and are in physical proximity to foreign students are more likely to interact with foreign students than are poorly integrated or socially deviant students. This finding was corroborated by Deutsch who contends that when prevailing campus values are supportive of participation in cross-cultural relationships, the non-integrated, non-participant who is unlikely to be aware of these values tends not to engage in cross-cultural relationships.

In the second study, Shaffer and Dowling using a sociometric technique of classifying interpersonal relationships, found that ". . . friendship between foreign and American students is based on similarity in interests and environmental proximities rather than upon national differences or the personal and background characteristics of the American students" (Deutsch, 1970: 127).

Deutsch's own study employed both attitudinal and behavioural measures and confirmed the findings of both the Goldsen, and Shaffer and Dowling studies: American students who were socially integrated into campus life and who came into close everyday contact with foreign students were likely to score relatively high on a composite measure of interaction with foreign students. Additionally, internationalism measured both in terms of general attitudes and international expectations was related to cross-cultural interaction on campus. The socially active and internationally minded American student was most likely to participate in cross-cultural relationships.

Summarizing so far, it may be said that the researcher who first considers dealing with North American student attitudes towards international education is faced with a remarkedly complex phenomenon which has been given relatively little previous theoretical or empirical attention by sociologists. Those studies that have focused on international education have tended to examine the foreign students' adjustment to North American society and the North American campus. In contrast to the large number of studies concerned with foreign student adjustment, a rigorous search of the literature by the present author uncovered only five studies which were primarily concerned with American student perceptions of foreign student exchange.

Cumulatively the five studies by Goldsen, Vreeland and Bidwell, Shearer, Shaffer and Dowling, and Deutsch were all conducted in the United States and dealt primarily with micro-social factors typical to the university environment, such as: organizational and classroom relations, individual background characteristics (home state, major, area of study, age, sex, etc.), political orientation of the students, and residence patterns. Although these factors will have to be considered in any studies of Canadian student impressions of foreign student exchange programs, it appears that other macro-level societal factors will also have to be considered, including: national socio-economic conditions, public opinions, educational policy planning at a provincial (or state) and national level, federal foreign relations policies, and the role of the university in contemporary society.

Sociology and the Examination of International Education

Faced with the dearth of research on North American student attitudes towards foreign student exchange, the decision was made to broaden the scope of the literature search by reconsidering the subject matter of the present study. As a result it was noted that foreign student exchange, due to its complex nature displays and entails a number of diverse social characteristics and social processes:

(1) as an example of the international movement of individuals, foreign student exchange is related to migration and immigration;

(2) due to the varied ethnic, racial, and class backgrounds of foreign students and their hosts, foreign student exchange involves aspects of racial and ethnic, and majority and minority relations; and finally,

(3) due to the problems encountered by both North American and foreign students in the initial contact situation, foreign student exchange displays characteristics which are similar to the

adjustment and assimilation experiences encountered by other migrants and immigrants.

Thus when foreign student exchange is regarded as an example of the more general demographic variable of international migration and when Canadian attitudes towards foreign student exchange are considered as a case of the more general social psychological variable of attitude formation, it becomes apparent that there is a great deal of sociological theory and research that is applicable to the present study.

This conceptual attempt to relate general sociological literature to the study of foreign student exchange is not unprecedented since a number of other sociologists have already done so. For example, Goldsen, Suchman and Williams (1956: 26) have suggested that since social science seeks to understand the character and the process of social change resulting from the contact of cultures, social science views all situations of cultural contact as potential case studies in the search for 'trans-cultural' variables (i.e. variables which can be measured in all cultures and which are definable apart from the distinctive social context). The authors contend that foreign student exchange can be considered as one of these 'case studies'.

Another study by Selltiz et. al. (1956) included a more detailed treatment of the relation between general sociological theory and empirical findings and cross-cultural education. Selltiz and her associates began their analysis by noting that the examination of foreign student exchange ". . . fits into the general context of research on the relation between intergroup contact and attitude change" (1956: 33). The authors also noted that numerous studies of the effects of association between individuals from different ethnic groups have tended to agree on a number of general findings, these being:

> ... when members of different ethnic groups find themselves together in situations which offer opportunity to get to know each other as individuals, where they have equal status, where the individuals of the two groups have common interests and are similar in characteristics such as age or occupation, where the social norms are favourable to association between the two groups, and where the circumstances of the situation favour co-operation or at least do not introduce competition or conflict -- given these conditions, it appears that personal association with members of an ethnic group other than one's own lead to favourable changes in attitudes toward that group (1956: 33).

The question then arises as to whether results obtained from studies of native Americans (i.e. individuals born in the United States) are applicable to the situation of cross-cultural association between individuals, and their attitudes towards each other. Although there are similarities between the contact of members of different ethnic groups within a single country, and contact between individuals from different countries, there are also significant differences.

One of these differences is the extent to which individuals have well-structured preconceptions of the group with whose members they will be interacting. Typically in cases of intergroup contact within the United States individuals have some type of preconceptions or stereotypes of the other group. At the same time individuals from both groups are usually similar in terms of their language, values, and ways of looking at things. This facilitates intergroup communication and eventually may lead to the breakdown of stereotyped thinking as different groups become aware of their similarities.

In contrast, in the case of cross-cultural contact the same process of familiarization may or may not occur. It is possible, for example, that neither group has any knowledge of the other, and that the groups involved have different native languages (which hampers communication), values and behaviour patterns. Association under such circumstances might favour the building up of negative stereotypes.

Other differences between cross-cultural contact and intergroup contact within a country have to do with the nature of the contact situation. For instance, in intergroup contact within one country the general cultural setting is well known to all groups while with cross-cultural contact at least one group experiences the host culture as a totally new environment. In the latter case perceptions of the other group are as much affected by personal associations as by other experiences in the new culture (eg. newspapers, new behaviour patterns, etc.) whereas in the intergroup contact situation personal interaction is the major factor assumed to cause attitudinal change (1956: 33-35).

One other study concerned with the application of sociological theory and empirical findings to foreign student exchange should be mentioned. This study by Gullahorn and Gullahorn (1960) provides perhaps the most refined attempt to date at handling this type of analysis. Basically the Gullahorns suggest that foreign student exchange should be viewed in a social system frame of reference. As an example of this type of theoretical application, the Gullahorns observe that one of the major characteristics of any social system is the existence of a complementarity of expectations. This means that individuals or 'actors' tend to share a common set of value expectations which guide their behaviour within the system. "Consequently, when two actors are interacting, each can anticipate the other's responses with sufficient accuracy so that his behaviour is likely to bring the results he desires" (1960: 414). On the other hand, if an actor moves from one system to another where the set of expectations for his or her position differ, inappropriate role behaviour usually ensues.

The Gullahorns also suggest that the sociological literature dealing with ethnic and racial and majority and minority relations is applicable to the study of foreign student exchange:

> Relations among racial and cultural minority systems, or between a minority and the dominant society resemble in many ways the relations between national systems. These are all situations of systemic linkage; thus research in the field of minority groups suggests hypotheses that appear to be applicable to studying the impact of international educational exchange (1960: 415).

The Gullahorns' own adaptation of the sociological literature dealing with intergroup relations to the study of foreign student exchange is largely based on a literature review by Williams (1957). The Williams article, in turn, is basically a compilation of a series of propositions which focus on racial and cross-cultural relations and are derived from past theoretical and empirical studies done in these areas. The Gullahorns undertake their analysis by choosing and presenting propositions from the Williams article which appear to be applicable to the foreign student exchange situation. With this in mind, the decision was made to refer directly to the Williams paper rather than dealing with it in a round about way through the Gullahorn study.

Williams*, summarizing the sociological literature, begins his review by examining the general characteristics and effects of the contact situation between different groups. It is initially asserted that the frequency of interaction between two or more groups will have effects upon: stereotypes, generalized liking-disliking, social distance, and individual attitudes toward public policy. At any level of liking or disliking or sense of social distance, persons with no social contact with members of a racial or cultural outgroup will be more likely than those with contacts to endorse negative stereotypes of that particular outgroup. Furthermore, if the members of the groups involved interact more within their own group than with members of the other group, and if there is any amount of rivalry or competition between the groups, the level of intergroup hostility is likely to increase. In addition:

> conflictful sequences also arise in interaction when the participants enter the situation with marked differences in the norms and values considered by them to apply to the interaction. Especially if the actors initially confront one another as members of different racial or cultural categories, such differences may lead to confusion, disagreement, irritation and dislike (Williams, 1957: 443).

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* Due to the nature of the Williams' review the following statements are largely paraphrased directly from his paper.

In contrast:

> Attitudes and behaviour toward outgroup members in a situation of outgroup contact are most easily changed with reference to that type of situation if the focus of attention is upon a common interest, task, or group goal, without any explicit reference to the racial or cultural membership of the participants (1957: 454).

In addition:

> ... the greatest likelihood of positive attitudinal changes attendant upon intergroup interaction is to be anticipated when the relations of the participants are informal, cooperative, noncontrived, and recurrent over a relatively long period (Williams, 1957: 444).

The intergroup relationships referred to above do not occur randomly, but are channeled by the 'environing sociocultural system' (1957: 445). Similarly the specific intergroup attitudes and behaviour of individuals in these groups vary greatly from one institutionalized area of community life to another. The significance of such situational factors is minimized in situations in which the participants have clear expectations and are oriented to definite norms of conduct. When the social context in which the interaction occurs is dominately diffuse, affective, and particularistic the previously established ethnic and racial attitudes may be expected to have the greatest influence. However, in social situations, particularly those in which the situational norms enjoin behaviour that is task oriented and therefore tending toward functional specificity and affective detachment (as is the case in the educational environment), the individuals generalized stereotypic orientation toward outgroups show very little relation to the overt intergroup behaviour (1957: 445-446).

Summarizing up to this point, the sociological literature on inter-racial and intercultural relations, and the few studies which have dealt with cross-cultural relations on university campuses, have pointed cumulatively to a number of factors which appear to be related to the character and consequences of such relations, these being:

(a) individual characteristics -- foreign student attitudes, behavioural and physical characteristics, North American attitudes, value and normative orientations of foreign and North American students; and

(b) situational characteristics -- the type of contact situation (including the equality of any social interaction), the physical environment in which contact takes place, and the demands of the physical or institutional environment.

Unfortunately the majority of cross-cultural studies have focused on only one of the two categories of variables, situational or individual, to the virtual exclusion of the other category; and then these studies have only considered a limited number of these variables at one time.

In contrast, it is proposed that a more theoretically and empirically rewarding examination of intercultural or inter-racial contacts, whether at a societal level dealing with the international migration of immigrants, or at the organizational level dealing with foreign student exchange, would combine both individual and situational variables into one conceptual framework.

Fortunately this formidable task has already been begun by Breton, Armstrong and Kennedy (1971) in a study which deals with the impact changes in size and composition of populations or subpopulations have on individuals, institutions, communities, and societies. These authors have constructed a model which is primarily concerned with immigration, but since it is presented in general terms, it is readily applicable to a wide variety of social situations including foreign student exchange at the university level. The primary significance of the Breton et. al. model for the present thesis is that it provides a systematic basis for considering and ordering variables which are theoretically or empirically assumed to be related to cross-cultural relations. A discussion of the Breton study follows below.

The Social Expectation-System Overload Model

The study by Breton, Armstrong and Kennedy (1974) examined the nature of the relationship between demographic and social psychological variables. The authors chose as their independent variable, a demographic factor -- change of size and/or composition of a population (primarily through migration); and as their dependent variable, a social psychological factor -- reaction of the host population, both on the individual level (i.e. attitudinal change) and on the organizational level (i.e. immigrant access to societal resources). Conditional variables such as predispositions of host and migrant populations, intergroup tension and degree of intra-group organization were also included.

The independent variable, change in size and/or composition, was further subdivided into the following areas of concern: the rate of change, the magnitude of change, the relative change in size and/or composition (of host and migrant populations), the perceived change in size and the anticipated change in size and/or composition.

The dependent variable consisted of the reactions (positive, indifferent, or negative) of both individuals and groups towards immigrant populations in five areas of behaviour: economic well-being, political power and self-determination, cultural identity and status, somatic identity and status, and moral integrity.

These variables were then combined with conditional variables (such as the predispositions of either population with regard to the effect a change in size has on: visibility of skin colour, changes in social status, redistribution of economic resources and changes in political bargaining processes) to form the model presented in diagram 1.

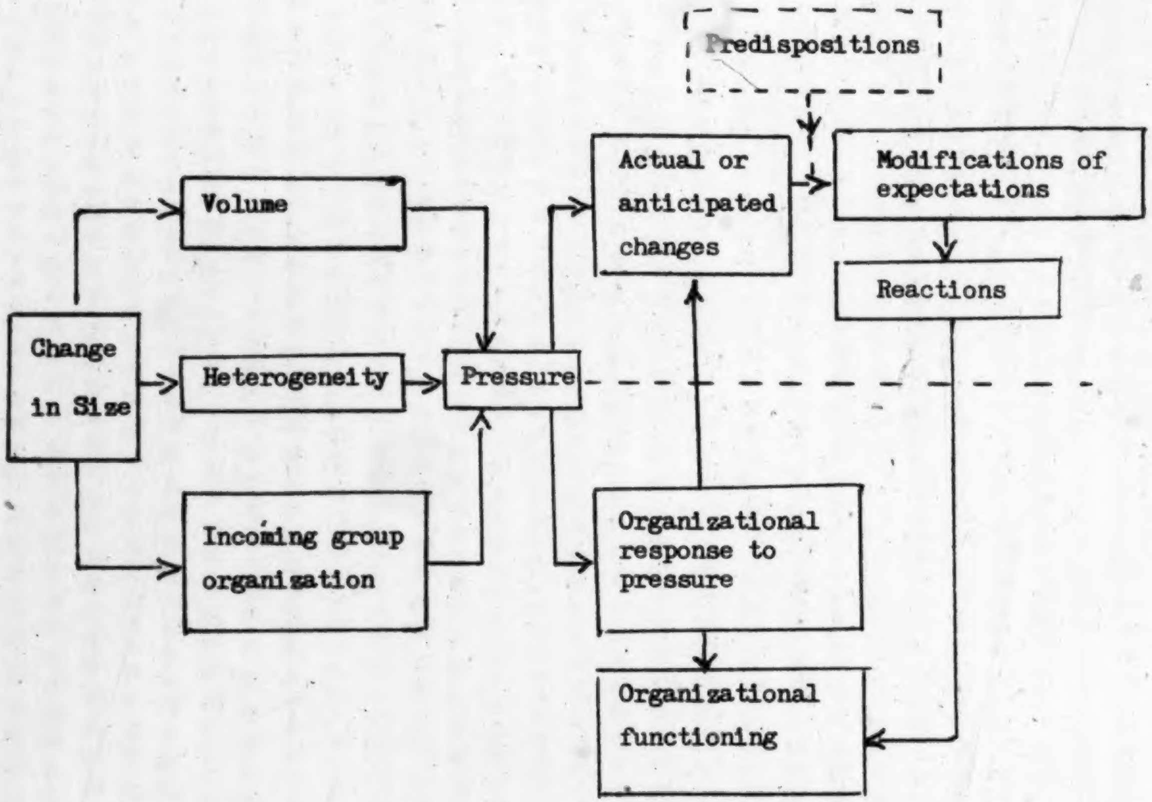
As an introduction to their theoretical model, Breton and his associates undertook a comprehensive review of the sociological literature on the impact of migration flows on social attitudes and behaviour. They found that a population increase and a change in the relative size of the groups in contact acts to increase both the number of individuals seeking to satisfy their 'desires', and the types of groups in competition for material and non-material 'values' (i.e. social resources).

Breton et. al. also discovered that many citizens and social planners believe in the existence of a racial 'saturation point' or threshold point, beyond which a host population may be saturated by an incoming group. When this point is reached the host population reacts by attempting to bar the incoming group from full participation in the host society. Eventually this may lead to the development of antipathies in the host population towards the 'alien' customs and traditions of the incoming group.

Seven different social factors were identified by the authors as being likely to create intergroup integration or conflict: (1) the contact situation, which may be poor if the groups hold incompatible customs and values; (2) the availability of a stable supply of housing units for both native and incoming groups; (3) competition, (actual or perceived) for jobs and economic status; (4) incoming group organization, which combined with size and density tends to evoke negative host group response; (5) the saturation point is reached, at which time a fear of invasion may arise and contribute to exaggerated ideas about the extent of the migration and size of the population (i.e. overperception of the actual size of the incoming group). Both actual and perceived proportions of the groups are significant to host members' reactions since attitudes and behaviour are affected by what people think will happen in the future; (6) incoming group differences, which may create discomfort if these differences are seen to be incompatible with valued customs, traditions, and role allocations in the host society;

Diagram 1

The Impact of Changes in Size


Predispositions
Change in Size
Volume
Heterogeneity
Incoming group organization
Pressure
Actual or anticipated changes
Modifications of expectations
Reactions
Organizational response to pressure
Organizational functioning

> Much intergroup disorder is due to discord among cultural strata which differ according to language and values, since this may create problems in communication and conflicts of interest. When intergroup incompatibilities are perceived by the host group, there emerges a belief that the differences between the groups are more important than the similarities, though of course the perception of incompatibilities depends on the salience of the particular desire and institutional pattern to the host member's everyday routines and life goals (Breton, et. al., 1974: 9);

(7) and finally, evidence of an incoming groups' unwillingness to seek identification with the new society, which creates further host society anxiety.

More generally, Breton, Armstrong and Kennedy attempt to explain why changes in migration flows can lead to the positive or negative attitudinal and behavioural changes amongst the host population. This is achieved by reference to an overall model which is presented in two parts: the social expectation and the system overload submodels.

(i) The Social Expectation Submodel

The first submodel begins with the assumption that all people have certain desires which they wish to satisfy. The satisfaction of these desires is dependent on the set of social circumstances prevailing in the society at a point in time. Both the opportunities for, and the constraints on, the satisfaction of desires are institutionalized. In other words, there tend to be fairly enduring patterns in the structure and distribution of social resources so that, in time, people come to know what to expect in various circumstances (i.e. social expectations).

Within such a socially patterned system a change in population size is likely to create some sort of reaction since the change usually entails a modification of the patterns of opportunities and constraints and the corresponding patterns of expectations. Individuals who perceive a disruption (in what they expected in their careers and social relations), such as a change in the ratio of resources to population and a subsequent increase in the intensity of competition, tend to feel negatively toward the incoming population.* Thus the nature of the reaction depends on whether the new balance of opportunities and constraints, for the individuals and groups involved is regarded as acceptable or not.

An important aspect of the change in size is the composition of the population after the change. One composition change which is important is any increase in population 'differentness' because

> ...it interacts with size to affect the degree of pressure on the existing social patterns. The more pronounced the differentness and the more areas over which differences extend, or both, the greater impact of an increase in size (Breton et. al., 1974: 13).

The general process described in the social expectation model may occur in the society at large, within communities and even in organizations. The only difference is that in each social situation the configuration of institutional opportunities and constraints change.

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* This disruption may be actual or anticipated in the future.

One alteration was made to the original model by the present author. Two additional feedback loops were added based on the assumption that positive and negative reactions would be likely to lead to promotional or restrictionist stances toward the change in size or composition caused by the influx of newcomers. These reactions in turn would be expected to have some effect on both the volume and the character of the incoming group. Two situations could result: firstly the flow of newcomers could be severely restricted in an effort to maintain the status quo, or secondly, the 'opportunities and constraints' of the system could be altered to account for changes in the population caused by the migrants. The modified model is presented in Diagram 2.

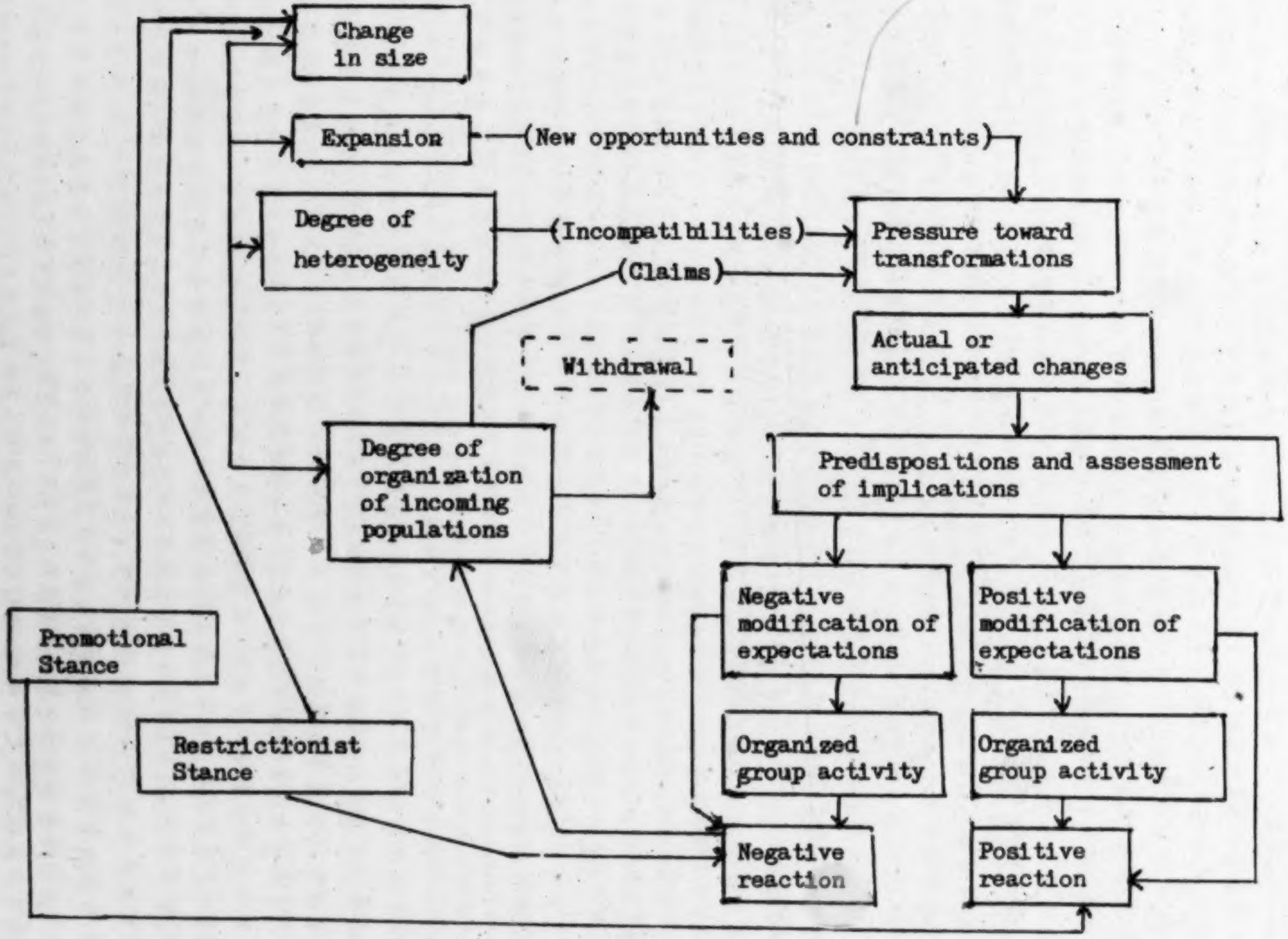
(ii) The System Overload Submodel

The second submodel focuses on the institutional systems of society and thereby complements the first model which dealt with individual reactions. More specifically, the second submodel deals with the impact changes in size have on the organizational context within which individuals are situated. It is assumed that the ability of an organization to cope with changes in size and/or composition is related to the reactions of individuals in that structure, since their reactions determine in a large part the way in which the organization will cope.

> For example, in examining the impact of a change in school size, the analysis can focus on the reactions of the students, teachers and administrators involved, but it can also focus on the organization of the school, its ability to handle large numbers and ethnic mixtures and thereby to function effectively (1974: 15).

Diagram 2

Social Expectations Model


Change in size
Expansion
(New opportunities and constraints)
Degree of heterogeneity
(Incompatibilities)
(Claims)
Pressure toward transformations
Actual or anticipated changes
Withdrawal
Degree of organization of incoming populations
Predispositions and assessment of implications
Promotional Stance
Restrictionist Stance
Negative modification of expectations
Positive modification of expectations
Organized group activity
Organized group activity
Negative reaction
Positive reaction

Organizations may be characterized as having objectives, procedures, rules, patterned sets of activities, and set ways of acquiring and disposing of organizational resources. All these characteristics are tailored to fit a given membership size and type or clientele. Thus any change in size is likely to pose problems for the organization since objectives may have to be redefined, activities modified, new or additional resources found. The change in size may cause problems due to increased volume as noted above or due to a composition change in which the membership or clientele change. The latter type of changes lead to pressure for the modification of objectives, the adoption of new patterns of activity or the rejection of old ones. If the internal pressure:

> ...brings about a mobilization of the required resources and if it sets in motion adequate bargaining processes among the groups involved in the organization, then we can expect a successful absorption of the incoming membership or an adequate treatment of the new clientele. If not, the organization will be impaired in its functioning and in some instances, may even be threatened in its survival (1974: 15).

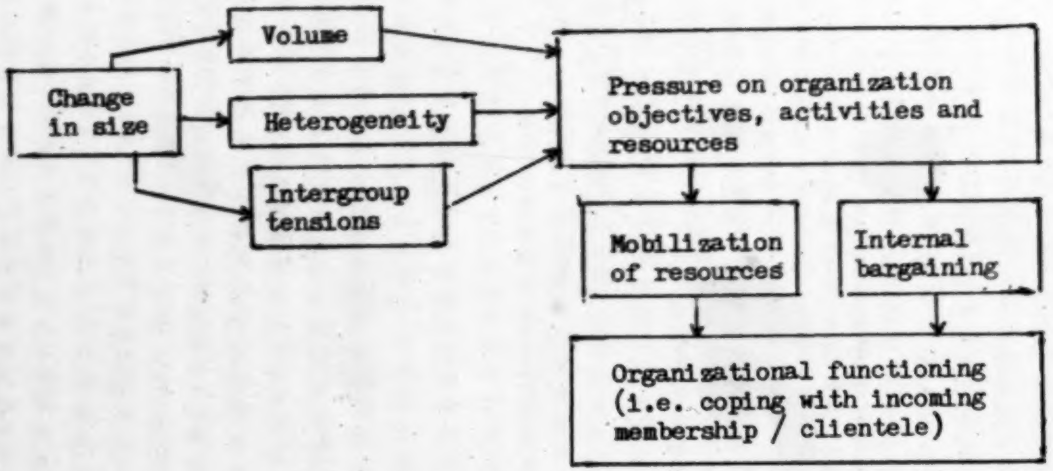
These possibilities are presented in the system overload model depicted in Diagram 3.

(iii) Summary of the Social Expectation-System Overload Model

In summary the Breton et. al. study provides a model which uses existing theoretical propositions and empirical research findings to indicate which types of changes are likely to occur in an institution, community or society when migration results in changes in population size or composition. Although the Breton model requires further testing, it will not be possible to undertake

Diagram 3

The System Overload Model


Change in size
Volume
Heterogeneity
Intergroup tensions
Pressure on organization objectives, activities and resources
Mobilization of resources
Internal bargaining
Organizational functioning (i.e. coping with incoming membership / clientele)

such an ambitious task within the confines of the present research project. Rather, the present study will use the Breton model as a conceptual and empirical guide to indicate which sociological variables are likely to be relevant to the topic of this thesis.

More specifically, the social expectation-system overload model is particularly pertinent to the present study since it provides some information as to when and why certain factors involved in a process of population change are likely to produce a negative reaction amongst the host population such as the type currently being encountered by foreign students in Canadian universities. The character of this negative reaction is considered in some detail in the next chapter.

Chapter II

An Overview of International Education in Canada

Introduction

This chapter provides a brief historical and statistical review of the development of Canadian involvement with international education on a national and provincial level. The first section examines the origins, objectives, and implementation of the first foreign student exchange programs in Canada. This is followed by an analysis of the growth of these programs in Canada and Alberta. The chapter concludes with an examination of recent changes in the administration of foreign student exchange in Alberta, and at the University of Alberta (the location of this study).

Dimensions of Canadian Involvement with International Education

Contrary to what would be expected, Canada's various educational institutions were not deeply involved with international education from the beginning. In actual fact it appears that Canada's first and continued involvement with foreign student exchange and international education has been based to a great extent on the Federal government's political interests and foreign policy imperatives. For instance, the Department of External Affairs has administered such major programs as: the Colombo Plan, the West

Indies Program, the Commonwealth Technical Assistance Program, the Canadian Program of Educational Assistance for the French-speaking States of Africa, and the Commonwealth Scholarship Program.

It was through the last program, the Commonwealth Scholarship Program, that the universities and colleges first became significantly involved with international education in 1960. However, this involvement was not the result of any collective initiative on the part of Canadian academics. Rather, it was the result of a federal political decision in the form of a proposal from the Secretary of State for External Affairs recommending that Canada participate in the program to foster the growth of Commonwealth and international relations (Katz, 1965: 225-226).

Shortly after the Commonwealth Scholarship Program was announced the Canadian academic community began to express some concern over its lack of involvement with international education. At a 1961 meeting of the National Conference of Canadian Universities, H.L. Legare, then President of the association, declared that:

> We cannot lose sight of the wisdom of bringing overseas students to Canada and helping Canadian students to continue their education abroad. The mutual appreciation and creative interaction that result from such exchange can be of inestimable value (Walmsley, 1970: 7).

Apparently members of the conference agreed since they adopted a resolution which proposed that:

> ...since our universities have not only a national but an international service to perform, increasing attention be given in Canada to the development of international studies and to the language, history and philosophy of foreign countries particularly those outside the Western European tradition (Walmsley, 1970: 8).

As a result of this meeting, the Canadian University Foundation was asked to, and did establish an International Programmes Division (I.P.D.) which has since been responsible for the academic and financial aspects of Canadian International Development Agency and Commonwealth Scholars on Canadian campuses. In addition the I.P.D. was the first organization to attempt to keep statistical records on the nature and extent of Canadian involvement with various aspects of international education. In 1965 a preliminary foreign student register was established but much of the information which was requested from Canadian universities was not supplied or was inaccurate. Fortunately, that same year the Dominion Bureau of Statistics considered the possibility of assuming the task of compiling a foreign student register (Walmsley, 1970: 10-19). However, it was not until 1970 that Statistics Canada actually began to compile data on the nature and composition of the foreign student population in Canadian universities. Before this it was virtually impossible to establish how deeply Canadian universities were committed to international education largely because most university registrars offices kept incomplete records on foreign students. This was due to the difficulty encountered in deciding who qualified as a foreign student. University officials were not sure whether to include both students with student visa and landed immigrant status under the general label of foreign student.

Unfortunately, the Statistics Canada records are only available for 1970 to 1974. Nevertheless they give some indication as to the trend in foreign student enrolment. As can be seen in

Table 1 the percentage of foreign undergraduate students in all Canadian universities has increased steadily since 1970-71 from four percent to eight percent in 1973-74. In contrast, the percentage of foreign graduate students in all Canadian universities has fluctuated from 35 percent in 1970-71 to 28 percent in 1971-72 to 37 percent in 1972-73 to 32 percent in 1973-74.

There has been little fluctuation in the composition of the foreign student population during the 1970 to 1974 period. In the 1970-71 academic year the majority of foreign undergraduate students were from Asia, North America and Europe (see Table 1). Since 1971-72 most foreign undergraduate students have come from Europe, Asia and North America in that order. Similarly, since 1970-71 (with the sole exception of 1972-73) most foreign graduate students have come from Europe, Asia and North America.

In terms of the cross-Canada distribution of foreign undergraduate students there has been considerable fluctuation. For instance in 1970-71 Manitoba, Prince Edward Island, Quebec, Ontario, and Nova Scotia respectively had the largest number of foreign undergraduate students; while in 1973-74, British Columbia, Quebec, Alberta, Manitoba and Ontario had the greatest number of foreign undergraduate students. However, there are three provinces which have consistently had a high proportion of foreign undergraduate students in their universities from 1970-71 to 1973-74; these being Manitoba, Quebec and Ontario.

Table 1

Full-time Undergraduate and Graduate Students by Country of Citizenship and Province of Study, 1968-69, 1970-74

Educational Level	Country of Origin Canada		Africa		Caribbean		Latin America		North America		Middle East		Asia		Europe		Oceania		Total		Total Number of Students	
	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad
Province of Study																						
Newfoundland																						
1968-69																						
1970-71	99.0	66.1	-	3.0	0.1	1.5	-	1.5	0.2	4.8	-	2.4	0.3	7.5	0.1	12.0	-	1.2	0.7	33.9	6045	333
1971-72	96.9	72.2	-	0.6	0.1	0.3	-	0.3	0.3	5.4	-	0.3	0.2	6.3	0.1	4.0	-	-	0.7	17.2	6725	352
1972-73	97.2	69.6	-	-	-	-	-	-	0.1	0.6	-	-	0.1	0.3	0.2	0.8	-	-	0.4	28.7	6950	359
1973-74	98.7	77.7	0.1	1.0	0.1	-	0.1	-	0.3	6.1	-	0.3	0.2	5.7	0.5	8.9	-	0.3	1.3	22.3	6085	333
Prince Edward Island																						
1968-69																						
1970-71	94.6	-	0.1	-	0.2	-	0.1	-	2.6	-	-	-	2.5	-	-	-	-	-	5.4	-	1755	-
1971-72	94.9	-	0.1	-	0.1	-	0.1	-	2.7	-	0.1	-	2.0	-	-	-	-	-	5.1	-	1771	-
1972-73	93.5	-	0.3	-	-	-	0.1	-	3.4	-	0.1	-	1.8	-	0.6	-	-	-	6.3	-	1581	-
1973-74	94.4	-	0.1	-	-	-	0.1	-	3.1	-	0.1	-	1.4	-	0.8	-	-	-	5.6	-	1409	-
Nova Scotia																						
1968-69																						
1970-71	95.0	66.7	0.3	2.8	0.7	1.4	0.3	0.3	2.6	7.2	-	0.3	0.9	11.6	0.2	7.2	-	0.4	5.0	31.6	14414	1132
1971-72	94.9	65.3	0.3	1.1	0.4	0.5	0.1	0.2	2.4	5.8	-	0.3	0.8	8.6	0.4	2.5	0.1	0.4	4.5	19.4	15254	1146
1972-73	92.7	67.8	0.4	2.3	0.3	1.1	0.1	0.9	3.3	6.6	-	0.8	0.7	12.1	1.1	6.8	0.1	0.7	6.0	32.2	14934	1162
1973-74	93.0	65.3	0.3	2.4	0.3	1.3	0.2	1.4	3.6	9.3	0.1	1.2	1.1	10.3	1.3	7.3	0.1	1.5	7.0	34.7	15204	1158
New Brunswick																						
1968-69																						
1970-71	97.4	75.3	0.5	1.2	0.3	-	0.3	0.5	1.0	1.5	0.1	2.0	0.3	15.8	0.1	3.2	-	0.5	2.6	24.7	9986	994
1971-72	97.5	74.7	-	0.2	0.1	-	0.1	0.2	0.6	-	-	-	0.1	0.3	0.2	-	-	-	1.1	0.7	10301	651
1972-73	96.7	68.1	0.3	3.3	0.2	0.5	0.3	0.9	1.3	4.4	0.1	2.3	0.4	13.3	0.7	5.4	-	0.4	3.3	31.9	9659	570
1973-74	96.7	72.4	0.4	2.6	0.2	0.8	0.3	-	1.2	3.0	0.1	2.8	0.5	12.0	0.6	6.2	-	0.2	3.3	27.6	9871	505

Table 1, cont'd

	Country of Origin																					
Educational Level	Canada		Africa		Caribbean		Latin America		North America		Middle East		Asia		Europe		Oceania		Total		Total Number of Students	
	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad
Province of Study																						
Quebec																						
1968-69																						
1970-71	94.6	68.8	0.5	2.0	0.5	1.3	0.3	0.8	1.6	4.7	0.3	3.1	1.1	5.9	1.1	12.7	-	0.7	5.4	31.2	54639	7278
1971-72	86.1	63.3	0.6	1.9	0.8	1.0	0.3	0.7	1.7	3.8	0.7	3.1	1.0	4.0	2.6	9.5	-	0.4	7.7	24.4	51872	8199
1972-73	77.6	61.5	0.6	1.8	0.4	1.1	0.2	0.8	1.5	4.9	0.5	2.6	1.2	4.1	2.0	9.5	-	0.4	6.3	38.5	56653	8746
1973-74	89.1	72.1	1.0	1.6	0.6	1.0	0.3	0.8	3.7	7.1	0.7	2.3	2.0	5.5	2.6	9.2	-	0.4	10.9	27.9	55978	9175
Ontario																						
1968-69																						
1970-71	94.7	61.9	0.2	1.6	0.5	1.0	0.2	0.9	1.1	8.6	0.1	1.4	1.4	10.3	0.4	11.0	-	1.3	3.9	36.3	105686	14811
1971-72	85.0	61.6	0.3	1.6	0.6	1.1	0.3	1.0	1.2	8.3	0.2	1.3	1.3	8.0	3.7	9.4	0.1	1.2	7.7	31.9	117811	15171
1972-73	88.6	63.1	0.4	2.6	0.8	1.2	0.3	1.0	1.4	8.6	0.2	0.7	1.7	7.7	4.1	9.6	0.1	1.2	9.0	36.9	117181	16324
1973-74	91.8	66.1	0.4	2.3	0.8	1.3	0.3	1.2	1.4	7.3	0.2	2.4	1.9	9.5	3.1	8.8	0.1	1.1	8.2	33.9	123552	16966
Manitoba																						
1968-69																						
1970-71	93.6	68.4	0.3	1.7	1.0	1.7	0.1	0.5	0.7	5.1	0.1	2.1	2.5	14.4	1.5	5.2	-	0.9	6.2	31.6	15361	1413
1971-72	93.3	67.4	0.2	1.6	1.2	1.6	0.2	0.4	0.7	4.9	0.1	2.1	2.7	15.5	1.6	5.3	-	0.8	6.7	32.2	15943	1408
1972-73	92.0	66.1	0.8	3.3	1.1	1.5	0.2	0.5	0.7	6.9	0.1	1.0	3.3	14.2	1.9	5.4	0.1	1.0	7.7	33.9	15608	1355
1973-74	91.6	68.5	0.4	2.1	1.0	1.3	0.3	0.6	0.7	6.8	0.2	2.9	3.9	12.0	1.8	5.2	0.1	0.6	8.4	31.5	15662	1363
Saskatchewan																						
1968-69																						
1970-71	98.1	76.5	-	1.1	0.1	0.3	-	0.3	0.5	3.5	-	1.1	0.6	13.6	0.7	3.6	-	0.1	1.9	23.5	13796	745
1971-72	96.4	68.1	0.1	1.7	0.2	0.4	0.1	-	0.7	4.9	0.1	1.7	1.0	15.1	1.1	6.6	0.1	0.3	3.4	30.7	14037	769
1972-73	96.3	68.1	-	2.3	0.1	0.6	0.1	-	0.8	5.5	-	0.1	1.2	12.1	1.2	4.6	0.1	0.4	3.5	31.9	12389	696
1973-74	95.9	72.5	0.2	2.9	0.2	-	0.1	0.4	0.5	3.3	0.1	2.5	1.8	10.1	1.1	7.6	0.1	0.7	4.1	27.5	12695	629

Table 1, cont'd

Educational Level	Country of Origin Canada Under	Grad	Africa Under	Grad	Caribbean Under	Grad	Latin America Under	Grad	North America Under	Grad	Middle East Under	Grad	Asia Under	Grad	Europe Under	Grad	Oceania Under	Grad	Total Under	Grad	Total Number of Students Under	Grad
Province of Study																						
Alberta																						
1968-69																						
1970-71	97.6	57.5	0.1	1.7	0.3	1.0	0.1	0.6	0.5	10.2	-	2.6	1.5	11.1	-	12.4	-	2.8	2.4	42.5	26314	3210
1971-72	94.1	74.5	0.3	1.5	0.3	0.3	0.1	0.3	0.9	3.4	0.1	1.1	2.4	6.2	1.4	3.1	0.1	1.1	5.6	17.0	25587	3182
1972-73	89.5	62.2	0.6	4.1	0.5	0.8	0.2	0.8	1.7	9.4	0.1	0.6	4.2	9.1	2.8	10.8	0.2	2.1	10.3	37.8	24257	3287
1973-74	89.5	64.7	0.7	2.8	0.5	0.6	0.2	0.8	1.7	8.7	0.2	1.8	4.6	8.2	2.4	10.3	0.2	2.1	10.5	35.3	25605	3425
British Columbia																						
1968-69																						
1970-71	97.9	61.1	0.2	1.1	0.1	0.7	0.1	0.7	0.8	11.4	-	0.8	0.6	9.1	0.2	10.6	-	1.9	2.0	38.7	26967	3656
1971-72	70.4	63.1	0.3	1.1	0.2	0.8	0.2	0.6	1.7	12.0	0.1	0.9	3.3	7.1	3.2	12.4	0.3	0.2	9.3	35.1	25028	3748
1972-73	89.7	64.9	0.3	1.3	0.2	0.6	0.2	0.6	2.4	11.8	0.1	0.6	3.5	7.3	3.2	8.7	0.3	1.5	10.2	35.1	23368	3760
1973-74	88.1	80.4	0.3	0.6	0.3	0.1	0.2	0.3	3.6	9.1	0.1	0.3	2.7	2.6	4.5	6.2	0.2	0.4	11.9	19.6	24490	3594
Canada Total																						
1968-69																						
1970-71	95.6	64.0	0.3	1.7	0.4	1.1	0.2	0.8	1.1	7.7	0.1	1.8	1.2	9.6	0.5	10.8	-	1.3	3.9	35.1	274963	33172
1971-72	87.1	64.2	0.3	1.6	0.5	0.9	0.2	0.7	1.3	6.7	0.2	1.6	1.5	7.1	2.6	8.5	0.1	1.0	6.9	28.1	284329	34626
1972-73	87.8	63.3	0.4	2.4	0.6	1.1	0.2	0.8	1.5	7.8	0.2	1.1	1.9	7.4	2.8	9.1	0.1	1.1	7.8	36.7	282580	36259
1973-74	91.7	68.5	0.5	2.1	0.6	1.0	0.3	0.9	1.9	7.4	0.2	2.2	2.2	8.3	2.5	8.6	0.1	1.0	8.3	31.5	290551	37148

The distribution of foreign graduate students across Canada also fluctuated noticeably during the four-year period from 1970-71 to 1973-74. In 1970-71 the provinces with the largest number of foreign graduate students were Alberta, British Columbia, Ontario, Newfoundland and Nova Scotia; whereas, in 1973-74 Alberta, Nova Scotia, Ontario, Manitoba and Quebec respectively had the highest percentages of foreign graduate students.

More up-to-date data on the growth of international education in Canada can be found in the Foreign Student File, an ongoing study published by the Canadian International Bureau for International Education. In 1975, according to the 'File', there were a total of 51,459 foreign students in Canada on student visas. Of this total, 34,615 (67%) foreign students were located in post-secondary institutions with 24,004 (47%) registered in Canadian universities and 10,611 (20%) enrolled in Canadian colleges. These 34,615 foreign students comprised six percent of the total number of students (592,267) in Canadian post-secondary institutions. The other 33 percent (16,835) of the foreign students were situated in primary and secondary schools.

In terms of other general characteristics of the foreign student situation in Canada in 1975, the three provinces with the highest percentages of foreign students in post-secondary institutions were Ontario (41%), Quebec (28%) and Alberta (9%). More relevant, however, to the present study is the data on the countries of origin of foreign students in Canada. Of the total number of 34,615 foreign students in post-secondary institutions; 9,700 (28%) were from developed countries, 15,777 (46%) were from 'third world' countries, 9,138 (26%) were from Hong Kong, 6,960 (20%) were from the United States, and 2,740 (8%) were from other countries* (The Foreign Student File, CBIE, Sept. 1976).

In comparison in 1976 according to immigration statistics reported by Von Zur Meuhlen there were approximately 56,000 foreign students in Canada with 53 percent in the universities. Once again the majority of foreign students were located in Ontario (40%), Quebec (28%) and Alberta (8%). Similarly the majority of foreign students were from Hong Kong (32%), the United States (17%), and developing countries (12%) (Von Zur Meuhlen, 1977: 26-39).

The size of the groups of foreign students coming from Hong Kong and the United States are of special interest since the numbers coming from each of these areas, one a small colony and one a major industrial nation, are over-represented when compared to the numbers coming from all other developed countries or all Third World countries combined. The over-proportion of students from Hong Kong and the United States is perhaps a prime example of the effects of not having national or provincial policies which effectively control the distribution of foreign students coming to Canada from various countries. That the distribution of foreign students is important will become more evident when Albertan Canadian student reactions to these two groups of foreign students are considered in more detail.

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* Countries in the three categories -- developed, Third World, and other -- include:

(a) developed -- unfortunately the Foreign Student File does not make explicit which countries it includes under the category of developed countries. Logically, however, this category could be expected to include those countries listed in Table 1 Appendix C which are not included in the other two categories presented below.

(b) Third World -- Nigeria, Trinidad, Tobago, Malaysia, Iran, Jamaica, Indonesia, Venezuela, Singapore, Guyana, Pakistan, India, Haita, Ghana, and Tanzania.

(c) other developed -- France, United Kingdom, Japan, and Greece.

Alberta and the University of Alberta

Statistics concerning the level of foreign student enrollment at the University of Alberta are available for the academic years 1963 to 1976. As can be seen in Table 2, the foreign student population in 1963 constituted three percent of the total student body. After 1963 the proportion of foreign students continued to increase from four percent in 1965, to five percent in 1967 until it reached a peak of seven percent in 1972. Since that time the percentage of foreign students has declined from six percent in 1973 to four in 1975 with a slight increase to five percent in 1976.

In terms of the national origins of foreign students at the University of Alberta, there has been a noticeable shift in the number of students coming to Canada from the different source countries since 1963. In that year (1963) the largest number of

Table 2

Proportion of Foreign Students at the University of Alberta
by Regions of Origin for 1970-76

	Years													
Regions	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Hong Kong	6.38	6.08	8.56	8.97	11.12	13.43	18.83	31.65	42.91	48.82	53.59	40.12	41.78	43.25
U.S.	20.83	18.75	18.13	17.46	17.12	16.32	16.32	12.27	9.58	7.07	8.16	11.59	10.75	10.51
Br. Isles	3.82	9.29	2.77	2.51	5.40	5.79	6.91	5.38	6.63	6.82	2.69	4.51	5.26	4.93
W. Europe	2.97	5.76	3.47	3.05	2.16	1.84	1.54	1.29	2.03	2.36	2.20	2.56	2.52	3.34
S. Pacific	0.85	2.24	1.38	1.97	2.47	3.16	2.50	1.61	1.20	1.01	1.47	3.66	4.50	4.09
E. Europe	1.27	0.64	0.23	0.53	1.08	2.10	2.26	0.43	0.18	0.42	0.24	0.24	0.11	0.18
Africa	5.10	6.73	6.71	7.06	4.17	5.27	5.72	7.43	10.41	2.12	14.11	18.29	14.14	11.34
Asia	42.12	31.73	30.78	26.92	26.58	21.34	19.54	12.16	8.66	8.08	5.46	5.73	7.46	5.95
S.E. Asia	5.53	8.65	6.01	15.08	16.53	17.52	12.99	15.07	8.56	7.41	6.53	6.83	6.36	6.41
W. Indies	6.38	6.08	6.48	5.56	6.18	5.66	6.31	6.46	4.51	3.03	2.04	1.83	2.19	2.23
Central & S. America	1.70	2.24	2.77	3.23	2.31	2.23	1.43	2.37	2.12	1.94	1.96	2.80	3.40	3.06
Middle East	0.42	2.24	1.85	3.59	3.24	4.61	4.29	3.77	3.22	0.84	1.63	1.34	1.54	2.32
Student Visa Totals	2.91	3.39	4.22	4.85	4.97	4.96	4.83	5.07	5.95	6.69	6.62	4.28	4.62	5.38
Total Student Enrollment	8,091	9,195	10,233	11,464	12,992	15,293	17,342	18,337	18,243	17,757	18,524	19,155	19,736	20,019

Source: (a) for 1970 to 1975 figures -- adapted from "Foreign Students at the University of Alberta," by R. Groberman, 1976: 3.
(b) for 1963 to 1969 and 1976 figures -- Foreign Students' Office internal records.

foreign students came from: Asia (42%), the United States (21%), Hong Kong (6%), the West Indies (6%), Southeast Asia (5%), Africa (5%), and the British Isles (4%). By 1976 a considerable change had occurred in the volume of students being sent from these countries. In that year the largest number of foreign students came from: Hong Kong (43%), Africa (11%), the United States (11%), Southeast Asia (6%), the British Isles (5%), and the South Pacific (4%). Unfortunately this shift can not be easily explained since its incidence reflects the lack of attention that has been given by the authorities to the composition of the incoming foreign student population and thus the lack of information on the changes mentioned above.

When the distribution of foreign students within the various faculties for the years 1963 to 1976 were examined some significant changes were also noted (see Table 3). In 1963 the faculties with the largest proportion of foreign students were: Graduate Studies (24%), Engineering (3%), Dentistry (2%), and Medicine (2%); whereas in 1976 the faculties with the highest percentages of foreign students were: Graduate Studies (17%), Science (9%), Business Administration and Commerce (8%), and Engineering (5%). It also becomes clear in Table 3 that in almost all the faculties considered, the proportion of foreign students has increased as has the percentage of landed immigrant students. Although some foreign students and landed immigrant students are quite similar to Canadian students, it nevertheless seems reasonable to assume that when the percentages for these two groups of students are combined the resulting figure provides the reader with some idea as to the number of physically,

Table 3

Proportion of Foreign, Landed Immigrant and Canadian Students by Faculty at the University of Alberta, 1963-1976

Years	1963-64				1970-71				1976-77				
Type of Student	SV	LI	C	T	SV	LI	C	T	SV	LI	C	T	SV+LI
Faculty													
Agriculture	0.5	0.5	99.0		3.0	4.0	93.0		4.0	3.0	93.0		7.0
Total Faculty	1	1	201	203	14	18	390	422	33	29	800	862	
Arts	0.2	4.8	95.0		1.0	5.0	94.0		3.0	5.0	92.0		8.0
Total Faculty	2	58	1107	1167	40	168	2883	3091	94	132	2555	2781	
Business Ad. + Comm.	0.2	2.0	97.8		3.0	2.5	94.5		8.0	6.0	86.0		14.0
Total Faculty	1	11	504	516	34	28	1056	1118	149	101	1515	1765	
Dentistry	2.0	7.0	91.0		5.0	3.0	92.0		-	2.0	98.0		2.0
Total Faculty	3	14	175	192	9	7	181	197	-	4	190	194	
Dental Hygiene	-	-	100.0		-	-	100.0		-	4.0	96.0		4.0
Total Faculty	-	-	36	36	-	-	50	50	-	3	69	72	
Education	-	3.0	97.0		2.0	5.0	93.0		1.0	3.0	96.0		4.0
Total Faculty	7	66	2176	2249	89	197	3950	4236	41	118	4041	4200	
Engineering	3.0	7.0	90.00		12.0	6.0	82.0		5.0	8.0	87.0		13.0
Total Faculty	20	50	677	747	169	84	1127	1380	85	133	1370	1588	
Household Econ.	-	2.0	98.0		-	2.0	98.0		3.0	3.0	94.0		6.0
Total Faculty	-	2	96	98	2	5	317	324	11	9	308	328	
Law	1.0	3.0	96.0		-	3.0	97.0		-	3.0	97.0		3.0
Total Faculty	1	4	118	123	-	11	355	366	-	12	464	476	

cont'd

Table 3, cont'd

Years	1963-64				1970-71				1976-77				
Type of Student	SV	LI	C	T	SV	LI	C	T	SV	LI	C	T	SV+LI
Faculty													
Library Science	-	-	-		2.0	5.0	93.0		-	-	-		-
Total Faculty	-	-	-	-	1	2	41	44	-	-	-	-	
Medicine	2.0	3.0	95.0		3.0	10.0	87.0		4.0	10.0	86.0		14.0
Total Faculty	7	11	312	330	16	59	514	589	27	78	664	769	
Med. Lab Science	-	-	-		-	7.0	93.0		3.0	7.0	90.0		10.0
Total Faculty	-	-	-	-	-	6	82	88	3	7	85	95	
Nursing	1.0	4.0	95.0		1.0	5.0	94.0		-	4.0	96.0		4.0
Total Faculty	1	5	129	135	2	11	227	240	-	12	289	301	
Physical Ed.	-	5.0	95.0		1.0	4.0	95.0		2.0	2.0	96.0		4.0
Total Faculty	-	9	168	177	6	21	571	598	12	15	675	702	
Pharmacy	1.0	1.0	98.0		8.0	4.0	88.0		-	3.0	97.0		
Total Faculty	3	3	199	205	25	13	265	303	-	12	384	396	
Rehab Med.	-	-	-		1.0	3.0	96.0		1.0	5.0	94.0		6.0
Total Faculty	-	-	70	70	2	6	207	215	2	14	266	282	
Science	1.0	5.0	94.0		6.0	6.0	88.0		9.0	7.0	84.0		16.0
Total Faculty	14	54	1055	1123	155	179	2496	2830	263	210	2519	2992	
Grad. Studies	24.0	13.0	63.0		17.0	25.0	58.0		17.0	15.0	68.0		32.0
Total Faculty	175	90	455	720	365	535	1257	2158	354	299	1415	2068	

Key: SV = Foreign Students in Canada on Student Visas
LI = Landed Immigrant Students
C = Canadian Students
SV+LI = Student Visa and Landed Immigrant Students Combined

Source: Foreign Students' Office internal records linguistically, and behaviourally different students which the Canadian student is likely to come into contact with in his or her faculty. If the percentage of foreign students and landed immigrant students is taken as a measure of the diversity of the student population in each faculty, it becomes apparent that Graduate Studies (32%), Science (16%), Medicine (14%), Business Administration and Commerce (14%) and Engineering (13%) are currently the most socially and culturally diverse faculties.* This measure takes on additional significance if one considers for a moment the difficulty most Canadian students would have in differentiating visually between, for example, a Chinese student born in Canada, a Chinese landed immigrant student, and a Chinese student in Canada on a student visa. Thus there is at least some possibility that Canadian students' perceptions of the percentage of foreign students on campus may differ from the actual number of foreign students. This possibility and its ramifications will be discussed in a subsequent section of the study.

As was mentioned above the faculty of Graduate Studies has traditionally accepted the greatest proportion of foreign students. The question then arises as to how foreign students have been represented in all graduate departments. When the percentage of foreign students in each department within the faculty of Graduate Studies is considered it becomes apparent that foreign students have gravitated to certain departments but not necessarily by choice* (see Table 4). In 1974-75 the greatest percentage of foreign students were in the graduate departments of: Science (33.5%), Arts (19.8%), Education (19.0%), Engineering (15.6%), and Agriculture (11.4%). In the following year 1975-76 the majority of foreign students were in the graduate departments of: Science (40.2%), Arts (22.6%), Engineering (15.0%), Education (12.6%), and Agriculture (11.0%).

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* Faculty size is also a factor worth considering since a ten percent proportion of foreign students in a department of five students may be more noticeable than in a department with 60 students.

Graduate departments may also be compared as to the proportion of foreign students relative to the number of native Canadian students. On this basis the departments with the largest proportion of foreign students for 1976-76 were: Dentistry (33.3%), Engineering (22.5%), Science (20.9%), Agriculture (20.9%), and Pharmacy (14.3%). Comparable figures for 1974-75 are: Engineering (22.8%), Agriculture (22.2%), Science (15.8%), Law (10.0%), and Arts (9.0%).

In summary, the examination of the data presented above has shown, perhaps most importantly, that there has been no sudden increase or decrease in the number of foreign students enrolled at the University of Alberta. For instance, it was noted that the proportion of foreign students at the University of Alberta has only increased by two percent over a thirteen year period; from three percent in 1963 to five percent in 1976. In addition it was also noted that there have been very few foreign students in the professional

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* In some cases foreign students have not been able to enter professional faculties such as Medicine or Engineering and have chosen to enter the next closely related discipline such as Science.

Table 4

Proportion of Foreign Graduate Students at the University of Alberta, by Departments, 1974-1976

Year	Department	Proportion of Landed Immigrant Students		Proportion of Student Visa Students		Total Number of Students in Faculty
		%	N	%	N	N
1975-76	Agriculture	17.72	28	20.89	33	158
1974-75		22.96	31	22.22	30	135
1975-76	Arts	25.18	140	12.23	68	556
1974-75		30.54	175	9.08	52	573
1975-76	Bus. Ad. Comm.	8.93	20	1.79	4	224
1974-75		10.29	21	4.90	10	204
1975-76	Dentistry	-	-	33.33	1	3
1974-75		33.33	1	-	-	3
1975-76	Education	12.78	79	6.15	38	618
1974-75		14.16	81	8.74	50	572
1975-76	Engineering	32.00	64	22.50	45	200
1974-75		34.44	62	22.78	41	180
1975-76	Household Econ.	12.12	4	9.09	3	33
1974-75		20.69	6	0.34	1	29
1975-76	Law	44.44	4	11.11	1	9
1974-75		70.00	7	10.00	1	10
1975-76	Library Science	100.00	2	-	-	2
1974-75		40.00	2	-	-	5
1975-76	Medicine	14.52	18	9.68	12	124
1974-75		27.68	31	5.36	6	112
1975-76	Pharmacy	28.57	4	14.29	2	14
1974-75		35.00	7	5.00	1	20
1975-76	Phys. Ed.	14.12	12	9.41	8	85
1974-75		17.50	14	8.75	7	80
1975-76	Science	21.93	127	20.90	121	579
1974-75		29.57	165	15.77	88	558

Source: Foreign Students' Office internal records.

faculties of Law, Library Science, Dental Hygiene, Medical Laboratory Science, Nursing, Pharmacy, or Rehabilitation Medicine between the years 1963 to 1976. Generally, foreign students have been located in Graduate Studies, Engineering, Business Administration and Commerce and Science faculties with the largest percentage (33%) being in the faculty of Graduate Studies.

Since neither the rate nor magnitude of foreign student enrollment at the University of Alberta has increased excessively it remains to be determined as to why foreign student exchange has attracted so much official as well as public attention lately. This problem is considered in some depth below.

The Crisis Over International Education in Alberta

The commotion over international education in Alberta was precipitated in the spring of 1976 when Advanced Education and Manpower Minister Dr. Bert Hohol announced a proposal to increase university tuition fees for foreign students by as much as 300 dollars. The Minister justified this proposal by suggesting that it had been formulated in response to public concerns which the Minister claimed to have identified during his private discussions with 'Albertans'. These public concerns were of two types: (a) a public concern that foreign students were competing with native Canadian students for educational placements, financial support, housing and jobs (thereby crowding Canadians out); and, (b) a public concern that Canadians' tax dollars should not be used to finance the education of non-Canadians (Edmonton Journal, May 14, 1976: 23; and June 14, 1976: 13; and Gateway, November 12, 1976: 1).

Following the announcement of the fee policy, the Department of Advanced Education and Manpower made continual efforts to pressure the universities and colleges of Alberta into implementing the differential fee scheme. In June, 1976, at a provincial meeting with representatives of public universities and colleges, Minister Hohol requested that the boards of these institutions meet independently to consider the fee issue and be ready to respond to the question by the end of the year. The Minister also added that he hoped their reply would meet with the 'intuitive and stated feelings of Albertans' (Edmonton Journal, June 14, 1976: 13).

At this same meeting the Minister also assured those present that a fee increase would not be punitive to foreign students, and that it was not an attempt to keep foreign students out of Alberta's universities. Quite to the contrary Hohol claimed that in the future those foreign students who came to Alberta's universities would really be pursuing scholarship since they would have to be willing to pay the higher tuition fees. Rather ironically the Minister also mentioned that raising tuition fees would be one way to ensure that Albertans would have access to their universities and colleges (Edmonton Journal, June 14, 1976: 13).

As an added incentive to the implementation of the fee scheme, Dr. Hohol announced, towards the end of December 1976, that he would not approve any increase in student fees that did not include one for foreign students and one for Canadian students. Most Albertans assumed that the Minister expected the foreign student fee increase to be somewhat larger than that planned for Canadian students (Gillese, 1976: 1).

Reactions to the tuition fee proposal were predominantly negative and far more pronounced than the Department of Advanced Education and Manpower had been prepared for (Saint John's Edmonton Report, January 10, 1977: 22). Among the organizations opposing the differential fee scheme were: the Canadian Association of University Teachers, the Federation of Alberta Students, the Canadian Bureau for International Education, the Progressive Conservative Party of Alberta, the New Democratic Party of Alberta, the Edmonton and District Labour Council, the Students' Union of the University of Alberta, the Chaplaincy Association of the University of Alberta, and the Senate and Board of Governors of the University of Alberta (unpublished leaflet distributed by the Alberta Committee for Equal Access to Education).

Initially many university and college officials were disturbed by the fee proposal since it was considered to be a direct attack on their institutional autonomy (Kenney, 1976: 1). Traditionally university administrators have proposed tuition fee changes to the Minister of Advanced Education for him to veto or approve. Thus the Minister's two-tier fee proposal was regarded as a direct reversal of the usual procedure and as a threat to university power and autonomy (Geddes, 1977: 1). Concurrently, a rumour had been circulating that the Minister's proposal was sparked by the comments of delegates at the last Conservative Conference who had made known their concern about foreign student influence at the University of Calgary. Generally, however, many top university officials felt that the Minister's proposal had not been well thought out and that it could be labelled as racist and discriminatory because it seemed to be aimed at one highly visible sector of the total student population (Saint John's Edmonton Report, December 6, 1977).

At about the same time that university administrators were making known their opposition to the tuition fee proposal, the Federation of Alberta Students announced at its third semi-annual conference its intention to organize a province-wide campaign against the fee proposal. The Federation's opposition was based on its belief that the two-tier fee scheme was nothing more than a 'smoke-screen' to hide further cutbacks in the financing of post-secondary education and future fee hikes for all students in Alberta* (Watson, 1976: 5). The Federation also objected to the fee scheme because:

(a) it could effectively eliminate visa students from Alberta's educational institutions or at least prevent the enrollment of poorer international students who would have difficulty affording tuition fees greater than the average annual income of their country of origin. This would mean that only privately sponsored foreign students

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* This view has recently been corroborated by Von Zur Muehlen who has suggested that the "two-tiered tuition fees are an attempt, in response to public pressure, to reduce the growth of government spending since almost 90 percent of post-secondary education is paid by government" (Tucker, 1977).

from wealthy families would be able to attend Alberta's universities.
(b) the provincial government had seemingly overlooked the fact that for many years Canadian students have gone to other countries to complete their education. In fact it was only in this decade that the number of international students studying in Canada has exceeded the number of Canadians studying abroad. For example, in 1973, 57 percent of the Ph.D. holders in Canada had obtained their doctorates abroad. As a result, the Federation suggested that Canada owes a debt to international education which the Department of Advanced Education seems to be avoiding (Edmonton Journal, May 3, 1976: 16).
(c) international education provides a unique educational experience in that it provides opportunities for Canadian students to come into contact with other cultures and lifestyles. Based on these points the Federation stated publicly that it felt the reasons advanced in favour of the two-tier fee system were both superficial and unsubstantiated (Watson, 1976: 5).

Although numerous other organizations and educational institutions made known publicly their views on the fee scheme throughout 1976, the real battle between those opposed to the proposal and those in favour of it was occurring at the University of Alberta. The wide variety of arguments on both sides of the issue and the level of interest in the issue became apparent when the Senate held an information gathering meeting in December. It is worthwhile considering in some detail the presentations made to the Senate at this meeting since they provide a useful overview of the major factors involved in the discussions of the future of international education in Alberta.

Representatives at the Senate meeting who opposed differential fees generally argued that the government had no social, moral or economic justification for the fee scheme it proposed. This group also asserted that too many gross generalizations were being made about international education and foreign students and that too many misconceptions about foreign students were being circulated in Alberta. The misconceptions referred to included:

(1) that foreign students are actively competing with Canadian students for positions in quota faculties as well as for jobs after graduation; and,

(2) that the university is being overrun by foreign students, especially students from Hong Kong.

In addition, those opposed to the fee scheme also noted that the cost of implementing the differential fee scheme would far outweigh the financial benefits accrued from it even in the long run* (Desjardins, 1977: 1; and Watson, 1976: 6).

Summarizing, those opposed to the two-tier fee system presented proof that the university was not being overrun by foreign students, that foreign students were not competing with Canadian students for educational positions or jobs, and that the fee scheme would have most effect, in this case adverse, on private non-sponsored students from developing countries. Thus a fee increase would not affect the number of foreign students as much as the composition of this group. As a result only foreign students from wealthy developed nations and oil rich developing countries would be able to afford an education in Alberta. This possibility raised the fear that Alberta might lose all its foreign students to provinces such as Manitoba and Saskatchewan which have rejected differential fee schemes. This in turn was regarded as an undesirable likelihood since it would mean that Alberta students would have no opportunity to experience personally other cultures and lifestyles, or to develop 'racial respect' or 'cultural tolerance' (Kenney, 1976: 1).

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* M. Von Zur Muehlen (1977) has noted that the $200 million spent annually in Canada by foreign students and their families offsets a great part of the cost of their education (Tucker, 1977).

In sharp contrast, Dr. H. Kolesar who represented the Department of Advanced Education at this meeting asserted that he was not present to debate the issue but to learn how much the university wished to raise tuition fees for foreign students. Only after continual questioning as to the reasons for the fee scheme did Dr. Kolesar remark that ". . . the government feels that those people coming to the province now should be expected to pay a little more for these opportunities and that those people who are descendants of the first generation of immigrants can reasonably expect to pay a little less" (Folio, December 2, 1976: 5). Surprisingly enough, Deputy Minister Kolesar also added that the government wanted to have the help of the university in justifying the proposed fee scheme (Saint John's Edmonton Report, December 6, 1976).

As would be expected the Senate failed to be convinced by the provincial government's arguments that there was any substantial reason for changing the current tuition fee policy and eventually voted unanimously to oppose the differential fee scheme. The following resolution was passed to clarify this opposition:

> The Senate is opposed in principle to a two-tiered fee structure but, recognizing that the issue is part of a larger problem involving a number of different questions, recommends that the government study and deal with the matter of foreign students in depth, considering its provincial and national implications and for this purpose establish a commission or task force, deferring in the meantime any action to implement the proposed differential fee structure (Folio, December 2, 1976: 5).

Shortly after the Senate's resolution was made public the Board of Governors at the University of Alberta voted unanimously to reject differential fees for foreign students. The Board did, however, agree to review its decision if further information about the two-tier system was received from the Department of Advanced Education, but the Board did stress that Minister Hohol and his department would have to provide a clear statement of their reasoning and a clear mechanism for implementing differential fees before the Board would review its decision (Gillese, 1976: 1-2).

Subsequently Dr. Hohol suggested that he might introduce an amendment to the Universities Act to permit him to unilaterally set tuition fees at Alberta's universities. The Minister also indicated that unless the University of Alberta reversed its decision on the differential fee scheme, he would be 'forced' to allocate less funds to it in operating grants (Gateway, February 17, 1977: 1-2).

Apparently the University of Alberta Board of Governors was swayed by these threats and by a desire to avoid further conflict with the government. In April 1977 the university agreed to introduce a 300 dollar differential tuition fee increase for visa students

entering the university for the first time in the fall of 1977. However, the university did not do so willingly since it placed two conditions on its acceptance of the fee proposal, these being:
(1) that a committee be established to investigate the issue of student fees and to offer an opportunity for the university to express its stance on the fee question; and,
(2) that the government should assure the university that its autonomy is not being threatened in areas which have traditionally been within its jurisdiction (Geddes, 1977: 1).

Summary

This chapter has presented a brief historical and statistical examination of the development and growth of international education in Canada, Alberta, and at the University of Alberta. In the first section it was shown that Canada's involvement with foreign student exchange and international education has been largely the result of the federal government's desire to further its foreign relations objectives. As a result Canadian educational institutions only became significantly involved with various aspects of international education after being urged to do so by the Department of External Affairs. This fact is important since it will be seen later that the lack of university and college initiative has had serious consequences in terms of the planning, implementation and impact of international education programs.

It was also noted in this chapter that relatively little attention has been placed by either the universities, colleges or various levels of government on documenting the growth of international education programs or on evaluating aspects of their performance. Consequently data on the historical development of these programs is scarce and incomplete. Despite this a few generalizations were made on the basis of the available data which bear repetition here.

First on a national level it was determined that the source countries for foreign students have shifted significantly over the last twenty years from developed countries such as Britain and the United States to developing countries in Africa and Asia. In addition combined with this shift has been the tendency for the majority of foreign students from both developing and developed countries to come from only two countries, these being Hong Kong and the United States. This can be seen as evidence for the lack of Canadian control over foreign student exchange programs to ensure an equitable distribution of foreign students by country of origin. The ramifications of this finding will also be discussed in more detail later on.

Thirdly, and on a more micro-level, at the University of Alberta, it was seen that there has been no sudden increase or decrease in foreign student enrollment except in a few graduate departments such as Engineering and Business Administration. Yet despite there being no sharp or sudden change in the magnitude or rate of foreign student enrollment, the topic of foreign student exchange has recently aroused considerable academic, public, and governmental interest in Alberta. The question then arises as to why this has been so. In the next chapter some speculation is made about possible reasons for this occurrence in the form of hypotheses about Canadian students' attitudes towards international education.

Chapter III

Research Methodology

Research Design and Sampling Procedure

The goal of this study was to determine which factors are related to Canadian student perceptions of international education. As could be expected it proved to be impossible in terms of research resources to sample the entire population of Canadian university students. Consequently a subpopulation of Canadian students was chosen -- University of Alberta students. In terms of representativeness, this university is fairly similar to other major Canadian universities in most respects (eg. size, physical layout, administrative and academic organizational structure, regulations, objectives, services and academic programs). In addition the university annually accepts a substantial number of foreign students and is located in one of the three main recent provinces of destination for foreign students in Canada (these being Quebec, Ontario and Alberta).* Concurrently the university is also located in one of the two provinces (Ontario and Alberta) which have placed restrictions on foreign student exchange by introducing differential tuition fees for foreign students. Thus the university is at the forefront of the current controversy over international education and is more than likely to be one of the first locales where this issue is to be resolved in one way or another. These characteristics make it a more than suitable setting for the present study.

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* Of the 12 universities in Canada with foreign student populations larger than 500 students, the University of Alberta ranks sixth.

However, since the student population at the University of Alberta numbers approximately 18,000 and since these students are located in undergraduate and graduate faculties in numerous different departments, it was once again considered to be logistically impossible to contact all these students. Due to this, the decision was made to choose a number of student target groups which were theoretically expected to display the widest variation in attitudes towards international education.

In designing the sampling technique two general assumptions were followed:

(1) it was assumed on the basis of the Breton et. al. model and the review of the literature that the level of contact between Canadian and foreign students is a key factor affecting Canadian student perceptions. Thus it was initially thought that Canadian student attitudes towards international education would be related to the number (and frequency) of foreign students they had been exposed to. More specifically, it was assumed that in faculties at the University of Alberta with a high proportion of foreign students the visibility of foreign students, the level of interaction with foreign students, and the prevalence of international education as an issue, would be higher, than in faculties with a small proportion of foreign students.

(2) in addition it was also assumed that in comparison to first year students, second, third and fourth year students would be more informed about, and concerned with university issues since first year students have only been in the university environment for three to four months and have not really had ample time to become accustomed to the university setting. At the same time it was also assumed that graduate students who already have a degree and who have 'something to offer' (expertise, experience, etc.) would be more likely than undergraduate students (who are primarily concerned with acquiring a degree) to view international education as a desirable process of reciprocal intellectual exchange.

Consideration of these assumptions led to the decision to take a stratified random sample of Canadian students at the University of Alberta. Four faculties at the graduate and undergraduate level; two faculties with a high proportion of foreign students and two faculties with a low proportion of foreign students, were chosen for inclusion in the sample.

The process of choosing suitable faculties with either a high or low proportion of foreign students necessitated a redefinition of the term foreign student. Once again it was noted that the majority of Canadian students would have difficulty distinguishing visually between, for example, an East Indian student born in Canada, an East Indian landed immigrant student and an East Indian student visa student. Consequently it was deemed more appropriate to combine both the proportion of landed immigrant and student visa students as a rough measure of the total proportion of 'foreign students' in each faculty. Although this figure does not represent the actual proportion of student visa students in each faculty it can be argued that Canadian students' perceptions are more often affected by what they perceive and in this case they would probably tend to consider most physically different students as foreign students thereby overestimating the actual proportion of foreign students present. In any case, regardless of this overestimation, the findings from faculties with low and high proportions of 'foreign students' will provide information on the variations in Canadian student perceptions under different social conditions. Thus it was assumed that the impact of perceived variations in the proportion of foreign students present on Canadian student attitudes could be expected to closely match that of the impact of actual variations in the proportion of foreign students present except that the variations would be somewhat inflated by the inclusion of landed immigrants under the label of foreign students.

The four faculties which were originally chosen for inclusion in the sample are specified in the table included below:

	Proportion of Foreign Students	
Type of Students	High	Low
Undergraduate	Engineering Business Administration and Commerce	Education Nursing
Graduate	Engineering Business Administration and Commerce	Education Nursing

Having selected the student target groups the decision was then made to contact the students and obtain the necessary data for the study through the use of a self-administered questionnaire. The questionnaire included both closed and open-ended questions and was divided into four major sections: subject's personal background, subject's knowledge of international education, subject's attitudes towards international education, and lastly, subject's attitudes towards foreign students. (See Appendix A.)

The plan then was to contact second, third and fourth year undergraduate students during class periods from a number of classes in each faculty. Then a random sample would be taken of these students and included in the actual analysis. In contrast, the graduate students were to be contacted through the university postal service since graduate classes are typically very small and not all graduate students are involved with course work. A random sample of all graduate students would then be used to construct the mailing list, and to select the students who would ultimately be included in the analysis.

Unfortunately as is often the case with social research on current controversial topics the research setting negated the possibility of using the proposed research design. The researcher was confronted with a persistent resistance to free and open access to university records and university students. Many university administrators, individual professors, student associations and individual students opposed the study while others refused to make a decision as to whether to support or oppose the study. Among the more prominent arguments against the study were the following:

(a) the topic of foreign student exchange is too controversial and it should be left alone until it has lost some prominence in the public eye,

(b) the study could document actual conditions which certain individuals found to be embarrassing,

(c) the research results could place certain individuals in vulnerable positions and open them to further criticism from 'others' who opposed their positions on the foreign student issue,

(d) the study would be just another invasion of privacy, and,

(e) the study would take up too much valuable class time.

This opposition eventually reached such an all-pervasive level that for awhile it appeared that perhaps the study could not be completed in any modified form at all. Finally, however, after numerous remonstrations and continual visits to different administrators, deans, and student officials with letters of introduction from the Foreign Students' Office, permission was granted to contact some groups of students. Other groups of students were contacted in more indirect ways as will be seen below. Eventually graduate and undergraduate students in the faculties of Engineering, Business Administration and Commerce, Science and Education were contacted (in February 1977) in significant numbers to be included in the analysis.*

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* Since obtaining completed questionnaires from undergraduate Arts students did not entail any additional outlay of already limited material resources, their responses were also included in this analysis. In contrast an attempt to acquire similar information from graduate Arts students would have been beyond this project's resources.

Access to Engineering students was permitted during the class period of a fourth year engineering course which included approximately 350 students from all types of engineering departments (ie. Civil, Mechanical, etc.). Sixty students were subsequently randomly selected from this group of Engineering students for inclusion in the study.

In contrast, graduate students were contacted through the university postal service. Two hundred students were randomly selected from a list of names provided by the Graduate Students' Association. As of March 1, 1977, 70 (or 35%) of the graduate students had returned completed questionnaires. Ten additional questionnaires were subsequently received, but unfortunately, it was too late to include them in the analysis. It should be noted that the low return rate from graduate students may affect the representativeness of the graduate sample and the validity of the statements made about their attitudes towards international education.

Due to access difficulties the other groups of students were contacted in a more indirect manner during the class period of a third year Sociology class. According to Selltiz et. al. (1959: 516) this type of sampling in which ". . . one simply reaches out and takes the cases that fall to hand, continuing the process until the sample reaches a designated size" is an example of accidental sampling and thus it entails the problem of there being no way by which to evaluate the biases inherent in such a sample. Although the data obtained from an accidental sample do not ". . . permit a statistical assessment of the likelihood of error" (1959: 539) they are better than no data at all which was the only other option open to the researcher. Nevertheless, the limitations of the data derived from this accidental sample should be kept in mind when evaluating the results. Hopefully, however, unless the data are remarkedly biased, the results should at least point to some major differences in Canadian Students' perceptions of international education.

Upon completion of the sampling procedures a total of 289 useable questionnaires were obtained; 220 from undergraduate students, and another 69 from graduate students. It should be added that the questionnaire had been pretested and considerably revised before it was finally administered to the students.

Research Hypotheses

The following hypotheses were derived from the literature review and the discussion of the social expectation-system overload model. Consideration of both these sources led to the identification of a number of variables presumed to have some relation to Canadian student attitudes towards international education and foreign students. When combined and presented in the form of hypotheses, these variables delineated the major focuses of this research project.

The hypotheses were subsequently tested and analysed by descriptive and cross-tabular analysis. Percentage differences were considered where relevant and the relationships between the dependent variable (Canadian students' attitudes towards international education) and the various independent variables were assessed by the chi square measure of association at the .05 level of significance.

A. Student Expectations for International Activity

A student's expectations for international activity will be related:

(1) to the respondent's age;

(2) to the respondent's academic classification;

(3) to the respondent's marital status and sex;

(4) to the respondent's religious background;

(5) to the respondent's rural-urban background;

(6) positively to the respondent's socio-economic background;

(7) negatively to the respondent's political orientation;

(8) positively to the respondent's level of internationalism;

(9) negatively to the respondent's level of perceived threat.

B. Students' Views on Foreign Student Exchange

A student's views on foreign student exchange will be related:

(10) hypotheses 10 to 18 are identical to hypotheses 1 to 9, see above.

C. Cross-cultural Relations on Campus

The type (ie. positive, indifferent, or negative) and 'closeness' of Canadian-foreign student relationships will be related:

(19) hypotheses 19 to 27 are identical to hypotheses 1 to 9, see above.

D. Factors Affecting the Extent of Cross-cultural Relations on Campus

A student's level of interaction with foreign students will be:

(28) positively related to the respondent's level of social participation;

(29) positively related to the presence of foreign students in the respondent's building of residence;

(30) positively related to the presence of foreign students in the respondent's organizations;

(31) positively related with the presence of foreign students in the respondent's classes;

(32) related to the respondent's marital status and sex;

(33) related to the respondent's academic classification;

(34) positively related to the respondent's age;

(35) related to the respondent's rural-urban background;

(36) positively related to the respondent's expectations for future involvement with international activity, in this case, pursuing a career outside Canada;

(37) positively related to the respondent's expectations for involvement with international activity, in this case, expectations of serving with an international service agency such as C.U.S.O.;

(38) positively related to the respondent's level of internationalism.

E. The Impact of Cross-cultural Relations

The level of the student's interaction with foreign students will be:

(39) positively related to the respondent's attitudes towards foreign student exchange;

(40) negatively related to the respondent's attitudes towards the implementation of quotas for foreign students;

(41) positively related to the respondent's attitudes towards the treatment of foreign students;

(42) negatively related to the respondent's attitudes towards the provincial government's handling of foreign student exchange;

(43) positively related to the respondent's expectations for future involvement with internationally oriented activities, such as:

  (a) schooling outside Canada,

  (b) working with a C.U.S.O. type organization,

  (c) pursuing a career outside Canada.

Operationalization and Method of Measuring Scaled Variables

This section discusses in depth the indexes constructed to measure the variables included in the research hypotheses.*

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* The indexes were scored beforehand in a further effort to duplicate the Deutsch (1970) study. However, instead of using his high, medium, low scale and the scores assigned to these three categories, only a high-low scale was used and the scores were re-calculated to allow

(A) Perceived Threat. An index was designed to measure perceived threat. Eight questions were combined to form this index, and were measured as follows:

The response scale: 1. strongly agree
2. agree
3. neutral or indifferent
4. disagree
5. strongly disagree

1. Due to recent adverse socio-economic conditions in Canada, it has become more difficult to:
   - Question (37) 1. gain entrance to Alberta's universities
   - Question (38) 2. obtain student loans, grants and awards
   - Question (39) 3. find student housing
   - Question (40) 4. find a job
2. Foreign and Canadian students are competing for:
   - Question (44) 1. entrance to Alberta's universities
   - Question (45) 2. student loans, grants and awards
   - Question (46) 3. student housing
   - Question (47) 4. jobs after graduation

The total potential range in scores for these two questions was from 1 through 40. The scores were categorized as:

Scores 1 through 20 = high perceived threat
Scores 21 through 40 = low perceived threat

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for this modification. Deutsch's three level scale was rejected because the scoring procedure used to derive these three levels appeared to be very subjective and somewhat biased.

(B) Social Participation. This index represents a modified version of an index used by Deutsch (1970, 196) to measure the degree of social involvement of North American students in the university environment. The questions composing the index, with the relative scoring, were as follows:

Question (11) Number of extra-curricular activities respondent participates in.

0 -- none
1 -- one or two
2 -- three or more

Question (12) Number of 'on-campus' professional and/or social organizations or clubs respondent belongs to.

0 -- none
1 -- one or two
2 -- three or more

Question (13) Frequency of participation in activities sponsored by these organizations or clubs.

2 -- regularly
1 -- once in awhile
0 -- infrequently, or never

Question (14) Frequency of participation in 'social get-togethers'.

0 -- never, less than once a month, once a month
1 -- twice a month, once a week
2 -- twice a week, more than twice a week

The potential range in scores was from 0 through 8. The scores were categorized as:

Scores 0 through 3 = low social participation

Scores 4 through 8 = high social participation

(C) Internationalism. Canadian student internationalism was measured by three questions scored using the same response scale as the one used in (a) above.

Question (34) Canada should show more concern for social and economic conditions in other countries.

Question (35) Canada is much too involved in international affairs.

Question (36) Canada's foreign aid program should include only nations which are aligned with the West, including communist and so-called neutral nations.

The total potential range in scores was from 1 to 15. The scores were categorized as follows:

Scores 1 through 8 = low internationalism

Scores 9 through 15 = high internationalism

(D) Political Conservatism. This index consisted of several questions scored with the same response scale as was used in (a) above (except for questions 62, 64, and 65 in which the scoring was reversed).

Question (56) The only hope for the continuation of our democratic, free society is to repeal government intervention in free enterprise.

Question (57) Something should be done to halt the federal government's gradual takeover of provincial rights.

Question (58) The poor in this country are poor because of a lack of initiative to pull themselves out of this state.

Question (59) Individual freedoms will continue to decline as government control increases.

Question (60) Federal aid to education is always a danger to our educational system.

Question (61) Individual initiative and thrift stand to be harmed by increases in social welfare.

Question (62) The rights of all minorities to freedom of speech should be protected in Canada.

Question (63) With a few exceptions, all Canadians have an equal opportunity to make their own way in life.

Question (64) The federal government should do more to solve problems of unemployment.

Question (65) Any increase in taxes should come mostly from businesses.

The total potential range of scores was from 1 through 50, with the scores being categorized as follows:

Scores 1 through 29 = low level of political conservatism

Scores 30 through 50 = high level of political conservatism

(E) Interaction. Canadian students' interaction with foreign students was measured by four items scored as follows:

Question (22) In general, during the present term, about how many foreign students at the University of Alberta do you, personally, come into contact with?

0 -- none

1 -- one or two

2 -- three or more

Question (23) How often do you come into contact with foreign students?

3 -- often

2 -- once in awhile

1 -- seldom

0 -- never

Question (24) What type of relations do you have with foreign students?

0 -- no contact

1 -- classmates or combination of no contact and classmates

2 -- just person to speak to or combination of classmates and persons to speak to

3 -- good friends or combination of classmates, persons to speak to, and good friends

Question (25) How would you feel if you lost contact with the foreign students you know?

0 -- no contact, wouldn't care

1 -- not badly at all

2 -- fairly badly, very badly

Chapter IV

Presentation of Results

Introduction

Chapter four presents an analysis of the research findings beginning with a review of selected demographic characteristics of the respondents. In the second section of this chapter Albertan students'* expectations for involvement in internationally oriented activities are discussed. This is followed by an examination of Albertan students' attitudes towards foreign student exchange and foreign students; and by an assessment of the incidence and impact of cross-cultural relations on the University of Alberta campus. In the final section the major findings are summarized.

Selected Characteristics of the Sample

In the sample of 289 Canadian students at the University of Alberta, 63 percent were males and 37 percent were females.+ The disproportionate amount of males was due to the fact that one category of students in the sample -- engineers, was predominantly male and this was reflected in the sample.

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* The term Albertan students refers only to Albertan students with Canadian citizenship.

+ The actual proportion of males and females at the University of Alberta in 1976-77 was 57 percent and 43 percent respectively; thus the study sample was fairly representative in terms of this characteristic of the student population.

In terms of the age distribution of the respondents, 68 percent were aged 23 or younger, 23 percent were between 24 and 29 years of age, and the other eight percent were 30 years of age or older.

The majority of students (70%) were single with only 23 percent being married. Many of these students (41%) had been raised as Protestants but only 14 percent indicated that they were still actively involved with their religion. Another 21 percent of the students were Catholic, and of these, only eight percent were actively involved Catholics. The other 32 percent of the students stated that they had no religious involvement of any kind.

When the students were asked where they had lived most of their lives, 13 percent indicated rural areas, 24 percent mentioned small urban areas with populations ranging from 1,000 to 49,000 people, and 63 percent specified urban areas with populations over 50,000.

With regards to academic standing, 78 percent of the students were registered in undergraduate programs, and 22 percent were enrolled in graduate programs. The distribution of the students by major field of study is listed below:

Major Field of Study		Percentage of Students in the Sample in each field of Study
Undergraduate	Arts*	16.0
	Science	10.0
	Commerce	13.0
	Education	18.0
	Engineering	20.0
Graduate	Science	7.0
	Commerce	3.0
	Education	5.0
	Engineering	8.0

As can be seen in the preceding table both undergraduate and graduate commerce students were relatively underrepresented in the sample and thus statements made about this group must be considered with caution.

Respondents were also asked to indicate their father's occupation as an approximate measure of the socio-economic and or class background of the students. The socio-economic background of the students is presented below:

Father's Occupational[+] Background		Percentage of Students in the Sample from different occupational backgrounds
White Collar Background	Managerial	27.0
	Professional or Technical	26.0
	Sub-total	53.0
Blue Collar Background	Clerical or Sales	8.0
	Service or Recreational	7.0
	Transport or Communication	3.0
	Agricultural	10.0
	Primary-Industrial (miner, logger, etc.)	2.0
	Manufacturing or Crafts	3.0
	Labourer	6.0
	Sub-total	39.0
	Other	8.0
	Total	100.00

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* As was noted in the methodology section, Arts graduate students were not included in the analysis due to research resource limitations.

[+] This occupational index was adapted from the index used by R. Breton

Fifty-three percent of the students were from white collar or high socio-economic backgrounds, while the other 39 percent of the students were from blue collar or lower socio-economic backgrounds.

Students' Expectations for Involvement in International Activity

Students were also questioned as to their level of interest in internationally oriented activities. This information was needed as a background to the subsequent analysis of Albertan student attitudes towards international education. An examination of selected items dealing with expected involvement in international activities (Table 5) revealed that Canadian University of Alberta students were not very internationally oriented.

Although 84 percent of the students had travelled or lived outside Canada for periods of time varying from less than one month to more than one year, few students expected to be further involved in internationally oriented activities in the near future. Since learning a foreign language may be an indication of preparation for an extended stay outside Canada, Albertan students were also asked whether they had studied any foreign languages while at university. Only 22 percent of the students indicated that they had done so. This was a somewhat surprising finding considering the current emphasis being placed on bilingualism by the federal government

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and J. McDonald in their paper, "Occupational Preferences of Canadian High School Students", page 189 in Canadian Society, ed. by B.R. Blishen, et. al., 1973, MacMillan Company of Canada Limited, Toronto.

(also a prospective employer of many students).

Students were also asked whether they had taken any courses in international relations, world affairs, cross-cultural relations or non-Western studies as a measure of their involvement with international activities. Thirty-one percent indicated that they had done so.

More direct forms of involvement with international activities were also considered and it was discovered that: nine percent of the Albertan students expected to take part in some type of international education program themselves in the future; five percent planned to engage in overseas service with a voluntary service agency such as C.U.S.O.; and ten percent expected to pursue a career outside Canada following graduation.

Although the percentages are small and appear to indicate a low level of Albertan student interest in international activities, it is interesting to note that Deutsch (1970: 111) on the basis of similar results concluded that American students were 'very supportive' of international educational programs. In his study 90 percent of the American students had studied a foreign language, 11 percent planned to study outside the United States, seven percent expected to apply to the 'Peace Corps', 16 percent thought that they would live outside the United States, and ten percent expected to pursue a career outside the United States. Unfortunately Deutsch did not bother to explain why these figures were considered to be ample evidence that American students were 'quite internationally oriented'. In any case the possibility of interpreting such small percentages in two contradictory ways indicates the difficulty encountered in trying to determine at what level students are significantly or not significantly interested in international activities.

In an effort to further specify which Albertan students were interested in international activities, the relationships between certain control variables (such as age, sex, and academic level) and the dependent variable (expected involvement in international activities) were examined. As can be seen in Table 5 very few statistically significant relationships were found between the dependent and control variables. Summarizing the results, it was noted that younger students and undergraduate students had the greatest expectations of becoming involved in international activities such as: schooling outside Canada, voluntary service with a C.U.S.O. type organization, or pursuing a career outside Canada. The academic categories expressing the greatest desire to engage in the three areas of international activity included:

(a) for schooling outside Canada -- Graduate Science and Undergraduate Commerce students,

(b) for work with an international service agency -- Undergraduate Science and Commerce students, and

(c) for a career outside Canada -- Undergraduate Science, Engineering and Education students.

With regards to socio-economic background, students from white collar backgrounds stated more often that they wished to continue their education outside Canada while students from blue collar backgrounds had higher expectations of pursuing a career

Table 5

International Expectations of Albertan Students
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

			Expect Formal Schooling Outside Canada		
			Yes	No	Don't Know
All students			9	55	36
Age	23 or under		7	59	34+
	24 to 29		12	43	45
	30 or older		7	52	41
Academic Classification by Major Area of Study	Undergraduate	Arts	11	55	34+
		Science	4	48	48
		Commerce	11	68	21
		Education	6	62	32
		Engineering	9	61	30
	Graduate	Science	25	20	55
		Commerce	0	73	27
		Education	7	36	57
		Engineering	5	50	45
Marital Status and Sex	Single Male		9	58	33+
	Single Female		9	55	36
	Married Male		7	52	41
	Married Female		13	39	48
Religion	No religion		9	50	41+
	Active Catholic		22	56	22
	Non-active Catholic		8	64	28
	Active Protestant		10	49	41
	Non-active Protestant		5	59	36
Rural-urban Background	Rural		3	57	40+
	Small Urban		8	62	30
	Large Urban		10	52	38
SES Background	High		11	56	33+
	Low		5	56	39
Political Orientation	Conservative		9	58	33+
	Liberal		9	53	38
Internationalism	High		4	67	29+
	Low		10	51	39
Perceived Threat	High		9	57	34+
	Low		9	50	41

ø Raw scores are given in parentheses.

# Not all raw figures add up to the sample total of 289 since small categories such as 'other' were dropped for the calculation of x^2.

Expect to Apply to International Service Agency			Expect a Career Outside Canada			
Yes	No	Don't Know	Yes	No	Don't Know	
5	64	31	10	43	47	
5	63	32+	11	44	45*	(194)ø
8	62	31	11	32	57	(65)#
4	81	15	7	67	26	(27)
2	66	32*	9	50	41+	(44)
17	48	35	17	31	52	(29)
5	81	14	8	54	38	(37)
6	48	46	12	44	44	(50)
5	70	25	16	36	48	(56)
0	60	40	5	40	55	(20)
0	82	18	9	73	18	(11)
7	64	29	7	57	36	(14)
5	82	14	0	32	68	(22)
7	66	27+	8	43	49+	(134)
5	50	45	12	42	46	(83)
4	83	13	9	48	43	(46)
4	70	26	22	39	39	(23)
6	70	24+	13	39	48+	(92)
9	56	35	4	39	57	(23)
6	58	36	11	58	31	(36)
8	64	28	18	33	49	(39)
4	65	31	8	49	43	(78)
6	51	43+	20	31	49+	(35)
6	69	25	9	42	49	(71)
6	64	30	9	46	45	(175)
5	71	24*	6	44	50+	(151)
5	55	40	13	46	41	(106)
3	71	26+	14	42	44+	(88)
7	61	32	9	44	47	(199)
4	80	16*	7	54	39+	(69)
6	59	35	11	40	49	(218)
6	62	32+	10	49	41*	(174)
5	67	28	11	34	55	(113)

outside Canada. Students from both socio-economic backgrounds had very low expectations of serving with an international service agency.

When the residential background of Albertan students was considered, it was noted that students from rural backgrounds indicated more often that they intended to pursue a career outside Canada than did students from urban areas. In contrast, students from urban areas were more in favour of continuing their education abroad than were students from rural areas. Again in comparison to students' expectations for studying or working outside Canada, regardless of residential background, the majority of students displayed little desire to work with an international service agency.

Students' religion was also controlled for and it was noted that students who claimed to be actively involved with their religion had higher expectations for involvement with international activities in the future than did students who were not actively involved with their religions, or students with no religious affiliation.

Rather surprisingly, females, especially married females, had the highest overall expectations for involvement with international activities. This is unusual since it is usually assumed that married women are less likely to anticipate such individualistically oriented activities due to family obligations. Nevertheless, married female students were most interested in completing their education and pursuing a career outside Canada. Regardless of marital status few students felt they would apply for a tour of duty with an international service agency.

As was previously mentioned in the literature review, it has usually been assumed that students scoring high on measures of: internationalism, political conservatism, perceived threat, and interaction with foreign students would be more likely to expect some form of participation in international activities than individuals scoring low on these measures. The results (Table 5) did not fully support these assumptions. Students who were politically liberal and internationally oriented were no more likely than students who were politically conservative and not internationally oriented to anticipate future international involvements. Similarly no differences were noted in students' expectations of participation in international activities when degree of interaction with foreign students and degree of perceived threat were considered.

In summary, Albertan students did not generally express a substantial degree of interest in international activities and did not expect to be deeply involved with international activities in the near future. Personal characteristics such as major field and level of study (ie. undergraduate or graduate), and attitudinal factors such as political liberalism and international orientation were not found to be statistically significantly related to the student's expectations for involvement in international activities. However, examination of the results did reveal that students who were female, 'younger', undergraduates, and religiously involved expressed the highest expectations of future involvement in international activities. The greatest overall interest in international activity was shown in the area of pursuing a career outside Canada while little interest was displayed for working overseas with a voluntary organization such as C.U.S.O.

Thus with reference to the first set of hypotheses dealing with Albertan students' expectations for international activity, we find that:

(1) hypothesis 1 was supported only in terms of expectations for a career outside Canada;

(2) hypothesis 2 was supported only in terms of expectations for working with an international service agency;

(3) hypothesis 3 was not supported for any of the three types of international activity;

(4) hypothesis 4 was not supported;

(5) hypothesis 5 was not supported;

(6) hypothesis 6 was supported only in terms of expectations for serving with an international service agency;

(7) hypothesis 7 was not supported;

(8) hypothesis 8 was supported only in terms of expectations for working with an international service agency; and,

(9) hypothesis 9 was supported only in terms of pursuing a career outside Canada.

Albertan Student Attitudes Towards Foreign Student Exchange and Foreign Students

On the basis of the responses presented in Table 6, it would appear that Albertan students would not favour any expansion in the foreign student exchange program at the University of Alberta. Although only 11 percent of the students stated forthrightly that

Table 6

Albertan Students' Views on Foreign Student Exchange
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

		Feelings about foreign student exchange		
		Don't approve	Presently enough	More should come
All students		11	61	28
Age	23 or under	15	65	20*(190)ø
	24 to 29	5	53	42 (62)#
	30 or older	0	42	58 (26)
Academic Classification by Major Area of Study	Undergraduate	13	66	21*(210)
	Graduate	5	43	52 (65)
Marital Status and Sex	Single Male	17	57	26+(130)
	Single Female	6	70	24 (82)
	Married Male	9	51	40 (43)
	Married Female	0	67	33 (24)
Religion	No religion	10	51	39+ (87)
	Active Catholic	14	67	19 (21)
	Non-active Catholic	21	63	16 (38)
	Active Protestant	8	57	35 (37)
	Non-active Protestant	9	72	19 (78)
Rural-urban Background	Rural	6	73	21+ (33)
	Small Urban	9	56	35 (66)
	Large Urban	13	60	27 (174)
SES Background	High	13	63	24+(145)
	Low	8	59	33 (105)
Political Orientation	Conservative	8	59	33*(198)
	Liberal	20	63	17 (81)
Internationalism	High	6	59	35*(214)
	Low	29	65	6 (65)
Perceived Threat	High	16	66	18*(168)
	Low	4	52	44 (103)

ø Raw scores are given in parentheses.
# See Table 5.

they did not approve of foreign student exchange, another 61 percent asserted that there were presently enough foreign students in Canada. The other 28 percent of the Albertan students indicated that they thought more foreign students should be permitted to come to Canada.

There were statistically significant differences in the attitudes of different students. Students who were politically conservative*, internationally oriented, graduate students, aged 24 or older, and who did not regard foreign students as a threat were more inclined to favour bringing more foreign students to Canada. In contrast, younger students, undergraduate students, politically liberal students, and students who saw themselves as being in direct competition with foreign students indicated more often that they thought there were presently enough foreign students in Canada. The students who claimed they definitely did not approve of foreign student exchange were mainly undergraduates, students aged 24 or older, politically liberal students, not internationally oriented students, and students who regarded foreign students as a threat to their own well-being.

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* It had been expected that students who were politically liberal would be more inclined to favour foreign student exchange than would be politically conservative students as proved to be the case in this study. Unfortunately on the basis of the information available it is difficult to explain this unexpected finding but it may be speculated that it is due to the sample characteristics, or the measure of political orientation, which may require further refining.

In addition, although these findings were not statistically significant, it was also noted that there were noticeable variations in student perceptions in terms of other personal background characteristics. For instance, married students, Protestant students, students with no religious affiliation, students from urban backgrounds and students from blue collar backgrounds were somewhat more in favour of foreign student exchange than single students (especially single males), students from rural backgrounds, and students from white collar backgrounds.

In terms of the second set of hypotheses, the results indicated that:

(1) hypothesis 10 was supported,
(2) hypothesis 11 was supported,
(3) hypothesis 12 was not supported for any of the three types of international activities,
(4) hypothesis 13 was not supported,
(5) hypothesis 14 was not supported,
(6) hypothesis 15 was not supported,
(7) hypothesis 16 was partially supported in that Canadian students' views on foreign student exchange were significantly but not positively related to the respondent's political orientation as expected,
(8) hypothesis 17 was supported, and
(9) hypothesis 18 was supported.

Table 7 provides more specific information as to Albertan students' attitudes towards the treatment of foreign students.

Table 7

Albertan Students' Attitudes on Quotas for Foreign Students
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

		Albertan students' views on quotas for foreign students at the University of Alberta			
		Quotas for all depts.	Quotas for certain depts.	Quotas for different depts.	No Quotas
All students		39	12	31	18
Age 23 or under		45	14	31	10*(192)ø
24 to 29		29	14	33	24 (63)#
30 or older		21	0	25	54 (28)
Academic Classification by Major Area of Study	Undergraduate	45	12	33	10*(212)
	Graduate	22	12	25	41 (68)
	Undergraduate Arts	42	12	37	9* (43)
	Science	47	14	32	7 (28)
	Commerce	46	13	38	3 (37)
	Education	49	8	31	12 (49)
	Engineering	42	13	29	16 (55)
	Graduate Science	15	15	35	35 (20)
	Commerce	36	0	18	46 (11)
	Education	0	7	20	73 (15)
	Engineering	36	18	23	23 (22)
Marital Status and Sex	Single Male	48	13	26	13+(134)
	Single Female	39	12	35	14 (80)
	Married Male	29	11	33	27 (45)
	Married Female	13	8	46	33 (24)
Religion	No religion	38	14	21	27+ (90)
	Active Catholic	39	18	30	13 (23)
	Non-active Catholic	44	14	28	14 (36)
	Active Protestant	28	5	51	16 (39)
	Non-active Protest.	44	10	35	11 (78)
Rural-urban Background	Rural	37	17	32	14+ (35)
	Small Urban	38	11	32	19 (69)
	Large Urban	38	12	32	18 (174)
SES Background	High	44	11	30	15+(149)
	Low	30	16	33	21 (106)
Political Orientation	Conservative	47	14	24	15+ (86)
	Liberal	36	11	34	19 (198)
Internationalism	High	68	4	21	7* (68)
	Low	30	15	34	21 (216)
Perceived Threat	High	42	13	33	12*(172)
	Low	34	11	28	27 (112)

ø Raw scores are given in parentheses.
See Table 5.

Albertan students were asked whether quotas for foreign students should be implemented at the University of Alberta. Thirty-nine percent of the students favoured quotas for all departments and faculties, 12 percent favoured quotas only for certain departments and faculties, 31 percent stated that there should be different quotas for different departments and faculties, and only 18 percent of the students indicated their opposition to all quotas for foreign students.

Statistically significant differences were found in terms of Albertan students' background characteristics and their views on the advisability of quotas for foreign students. Students who definitely did not favour quotas were graduate students (especially graduate students in Education, Commerce and Science departments), students aged 30 years or older, students who were not very internationalistic, and students who did not regard foreign students as a threat. In contrast, students under 24 years of age, students in most undergraduate departments, students who were internationally minded, and students who regarded foreign students as a threat were more inclined to favour quotas for foreign students.

Although the following results are not statistically significant it was also discovered that single students, students from white collar backgrounds, and politically conservative students were more in favour of quotas for foreign students than were married students, blue collar students, and politically liberal students.

The Albertan students favouring quotas were then asked which nationalities of foreign students they thought the quotas should be applied to. Eighty-seven of these students replied and their responses are categorized in Table 8. As can be seen in this table, these students tended to favour quotas most for foreign students from Third World and Asian countries such as: Hong Kong, India, Pakistan, Africa and Southeast Asia.

Table 8

Albertan Students' Views as to Which Nationalities of Foreign Students Should be Included in a Quota Scheme

Country of Origin of Foreign Students for Which Quota Recommended by Canadian Students	Number of Times These Nationalities were Mentioned by Canadian Students (not a percentage figure)
Hong Kong	49
India	48
Africa	31
Southeast Asia	33
Middle East	29
West Indies	28
Central and South America	21
United States	26
British Isles	21
Western Europe	18
South Pacific	18
Eastern Europe	19
All Foreign Students Regardless of Nationality	17

The rationales for Albertan students' opinions on the implementation of quotas for foreign students were also examined in some detail. Only 17 of the students who opposed quotas explained why they felt as they did. Generally these students argued that the best students (or those fulfilling academic requirements) should be accepted regardless of nationality and should have an equal opportunity to compete with Canadian students. They also contended that since education is theoretically an international undertaking, it should remain above national considerations of any kind.

The explanations of the 81 students who indicated why they preferred quotas for all departments and faculties proved to be varied, with no one reason given in any great frequency. They included such infrequent and generally uninformative comments as: "I'm a bigot" and "Why not?". More seriously, the most frequent rationale (mentioned by 11 individuals) in support of across the board quotas was the claim that since the University of Alberta was being supported by Canadian taxes only Canadians should be allowed to reap the benefits of this institution. Other equally often mentioned reasons for excluding foreign students included:

(1) foreign students take places, loans and employment opportunities away from Canadians,

(2) foreign students lower teaching standards,

(3) foreign students add to Canada's social problems by flooding the employment market and by increasing the welfare recipient rolls when they fail to find jobs.

(4) foreign students unnecessarily increase the competition for grades since they are typically their own countries' most competent and scholarly students; and,

(5) foreign students add little to the university environment since they fail to become involved socially with university activities.

Although not appearing in as great a frequency, a few other responses deserve mentioning:

(1) if some departments and faculties are screening out foreign students it would only be fair to have all departments and faculties doing this,

(2) screening out foreign students will increase Canadian student chances for admission into such quota faculties as Medicine and Engineering,

(3) such quotas will act to distribute foreign students evenly across all departments and faculties so that there will never be a majority of foreign students in any one class.

A number of other isolated responses are included since in combination they reflect a basic misunderstanding, on the part of some Canadian students, of the basic characteristics and objectives of foreign student exchange:

(1) Canadians are 'losing-out' to foreign students,

(2) since 'everyone else' has instituted quotas and differential fee structures there is no reason why the University of Alberta should not also do so,

(3) quotas would give Canadians equal access to all departments and faculties,

(4) foreign students are not needed in Canada since there is already a glut of over-educated degree-holding Canadians,

(5) Canadians are more likely to stay and benefit Canada upon completing their studies,

(6) the presence of foreign students at the University of Alberta is causing 'dangerous' cultural problems,

(7) foreign students should not be competing with Canadians, but should be competing among themselves for admission.

It is apparent from the comments included above that some Albertan students have not been informed about, or have been misinformed about, a number of basic issues related to foreign student exchange. For example, some Albertan students seem to have confused: foreign student exchange with aspects of immigration policy, the cause with the effect of racial and cultural hostilities, quotas for Canadian students with quotas for foreign students, the admission requirements for foreign students with those for Canadian students, and the rights of Canadians (in terms of employment and citizenship rights) with the rights of foreign students. The importance of these confusions will be discussed in more detail in subsequent sections of this chapter.

The rationales of the 24 students who indicated why they were in favour of quotas only for certain departments and faculties were similar to the responses mentioned above by the students who preferred quotas for all departments and faculties. Albertan students in this category characteristically recommended that faculties such as Medicine, Law, Dentistry, and Engineering should be given special consideration in terms of the implementation of quotas. Albertan students suggested that due to increased competition in these faculties for admission and the tendency for foreign students to return to their own countries after graduation, preference should be given to Canadian students by implementing quotas for foreign students. Some individuals also suggested that quotas would ensure that foreign students were not disproportionately gravitating to a few select departments and faculties. In addition some students also noted that quotas would ensure that foreign students were being channeled into degree programs which would provide graduates for which their home countries had a proven need (eg. Doctors, Engineers, and Agriculturalists).

There was also a considerable degree of similarity among the explanations given by the 59 students who indicated why they favoured different quotas for different departments and faculties. There was a definite consensus among the students that Canadians should be given preference in professional faculties such as Medicine and Engineering and in all other faculties which already have quotas for Canadian students. These Albertan students also recommended that faculties with limited facilities and resources -- material and human, should have quotas on the number of foreign students so that Canadians would be assured of positions in these faculties. Concurrently it was noted that some faculties, due to their size, are better able to handle a larger number of foreign students and thus would not need the same quota levels as the smaller faculties.

Once again Albertan students suggested that overall faculty quotas would ensure that there was an even distribution of foreign students in all faculties, thereby preventing them from 'flooding' any one faculty. Concurrently some students felt that quotas on foreign students from each source country would also ensure that no one nationality of foreign student was overrepresented in any given department and concomitantly would lead to an 'acceptable cultural mix' in all classes. As with other Albertan students, those in this category also suggested that since some degree programs are more appropriate to the needs of developing countries, foreign students should be channelled into the 'right' departments via the differential quotas.

Three different comments made by students in this category are of special interest since they raise points which will be discussed later on. These comments are included below:

(1) foreign students are better able to adapt to some departments,*

(2) the presence of foreign students increases the competition for admission and ultimately causes the admission standards to rise,

(3) quotas should be introduced only to the extent that they prevent any degree of competition from breaking out between Canadian and foreign students.

Since so many of the Alberta students were in favour of implementing quotas for foreign students it was considered worthwhile asking them what they thought would be the 'optimum percentage' of foreign students at the University of Alberta. As can be seen in Table 9, 37 percent of the students felt that the optimum percentage would be between zero and four percent, 33 percent favoured a five to nine percent level, 17 percent suggested a 10 to 14 percent level, and

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* Actually foreign students tend to enrol in certain faculties such as Science and Engineering due to language-related difficulties, it being easier for them to express themselves in the more direct mathematically based language used in these faculties. In contrast, foreign students find it more difficult to study or communicate in faculties such as Sociology, Psychology and Anthropology where an adequate knowledge of English and 'professional jargon' is required.

Table 9

Albertan Students' Views as to the Optimum Percentage of Foreign Students at the University of Alberta
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

		Specified optimum percentage of foreign students					
		0 to 4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	25% and over
All students		37	33	17	5	2	4
Age	23 or under	43	33	15	4	3	2*(189)ø
	24 to 29	27	37	25	8	2	1 (60)#
	30 or older	19	22	33	7	4	15 (27)
Academic Classification by Major Area of Study	Undergraduate	43	32	15	5	3	2*(209)
	Graduate	19	36	30	6	1	8 (64)
Marital Status and Sex	Single Male	46	34	14	2	2	2+(131)
	Single Female	28	34	21	9	4	4 (79)
	Married Male	32	34	23	2	2	7 (44)
	Married Female	26	26	31	13	0	4 (23)
Religion	No religion	34	37	16	5	2	6+ (85)
	Active Catholic	26	39	31	0	0	4 (23)
	Non-active Catholic	42	32	18	3	3	2 (38)
	Active Protestant	33	46	8	3	8	2 (39)
	Non-active Protestant	40	25	23	11	1	0 (75)
Rural-urban Background	Rural	31	37	17	9	0	6+ (35)
	Small Urban	39	34	13	5	5	4 (67)
	Large Urban	37	31	21	5	3	3 (169)
SES Background	High	42	32	16	6	3	1+(145)
	Low	31	34	23	3	2	7 (103)
Political Orientation	Conservative	30	37	24	4	2	3*(195)
	Liberal	54	24	7	6	4	5 (82)
Internationalism	High	29	38	21	5	3	4*(211)
	Low	62	17	12	6	2	1 (66)
Level of Interaction	High	30	37	22	5	3	3+(152)
	Low	44	29	16	4	3	4 (117)
Perceived Threat	High	39	32	18	6	3	2+(166)
	Low	35	33	20	4	2	6 (104)

ø Raw scores are given in parentheses.
# See Table 5.

11 percent of the students recommended a level higher than 15 percent.

Statistically significant relationships were found between selected student background characteristics and their views on what they thought was the optimum percentage of foreign students. Undergraduate students, students aged 23 years or older, politically liberal students, and students who were not internationalistic tended to favour low optimum percentage levels of between 0 to 4, or 5 to 9 percent. In contrast, older students, graduate students, politically conservative students, and internationalistic students were more in favour of higher optimum percentage levels of 10 percent or higher.

Albertan students were then asked a number of other more specific questions dealing with their attitudes towards foreign students. For instance, Canadian students were asked whether or not they thought foreign students were taking educational places away from native Canadian students (see Table 10). Thirty-eight percent of the Albertan students agreed that this was happening while 51 percent thought that this was not occurring. More specifically, undergraduate students, students aged 23 or younger, internationally minded students, and students who were threatened by foreign students most often agreed that Canadian students were losing places to foreign students. In contrast, graduate students, students aged 24 or older, non-internationally minded students, and students who were not threatened by foreign students were less inclined to believe that foreign students were actually taking educational places away from Canadians.

Table 10

Albertan Students' Attitudes Towards Foreign Students
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

			If native Canadians are losing educational places to foreign students?		
			Agree	Neutral	Disagree
All students			38	11	51
Age	23 or under		44	13	43*(191)ø
	24 to 29		24	8	68 (65)#
	30 or older		30	7	63 (27)
Academic Classification by Major Area of Study	Undergraduate		44	12	44*(212)
	Graduate		22	7	71 (68)
	Undergraduate	Arts	46	11	43+ (44)
		Science	41	11	48 (27)
		Commerce	49	11	40 (37)
		Education	47	16	37 (49)
		Engineering	38	11	51 (55)
	Graduate	Science	15	15	70 (20)
		Commerce	27	0	73 (11)
		Education	7	0	93 (15)
		Engineering	36	9	55 (22)
Marital Status and Sex	Single Male		40	13	47+(132)
	Single Female		39	12	49 (82)
	Married Male		40	11	49 (45)
	Married Female		21	0	79 (24)
Religion	No religion		33	6	61+ (92)
	Active Catholic		55	10	35 (20)
	Non-active Catholic		41	13	46 (37)
	Active Protestant		33	8	59 (39)
	Non-active Protestant		47	15	38 (77)
Rural-urban Background	Rural		40	20	40+ (35)
	Small Urban		28	10	62 (71)
	Large Urban		42	10	48 (172)
SES Background	High		42	12	46+(146)
	Low		34	11	55 (108)
Political Orientation	Conservative		42	9	49+ (86)
	Liberal		36	12	52 (198)
Internationalism	High		54	15	31* (67)
	Low		33	10	57 (217)
Perceived Threat	High		50	11	39*(169)
	Low		20	11	69 (115)

ø Raw scores are given in parentheses.

# See Table 5.

If foreign students are accepting enough responsibility for financing their education?			If foreign students should work part-time?			If foreign students should be required to return to their home countries?		
Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
31	38	31	22	47	31	51	22	27
24	41	35*(181)	23	48	29+(175)	54	23	23*(188)
42	31	27 (60)	19	44	37 (62)	52	20	28 (60)
56	26	18 (27)	27	42	31 (26)	29	18	53 (28)
24	41	35*(200)	24	48	28+(198)	56	22	22*(205)
52	26	22 (65)	18	41	41 (63)	40	16	44 (68)
22	44	34* (41)	20	51	29+ (41)	52	30	18* (44)
15	31	54 (26)	21	54	25 (28)	50	23	27 (26)
14	43	43 (35)	33	40	27 (33)	71	9	20 (35)
28	42	30 (47)	30	46	24 (46)	60	19	21 (48)
33	41	26 (51)	16	52	32 (50)	46	29	25 (52)
53	31	16 (19)	6	50	44 (18)	30	20	50 (20)
22	56	22 (9)	25	50	25 (8)	36	9	55 (11)
81	13	6 (16)	25	37	38 (16)	19	6	75 (16)
43	19	38 (21)	19	33	48 (21)	67	24	9 (21)
26	42	32+(125)	23	42	36+(124)	52	24	24+(126)
32	36	32 (79)	24	53	23 (75)	56	21	23 (81)
36	28	36 (44)	21	50	29 (44)	48	20	32 (46)
48	38	14 (21)	20	50	30 (20)	44	13	43 (23)
38	32	30+ (87)	16	44	40+ (87)	51	19	30+ (88)
29	38	33 (21)	24	41	35 (17)	45	23	32 (22)
34	43	23 (35)	25	47	28 (36)	46	24	30 (37)
39	42	19 (36)	22	58	20 (36)	54	22	24 (37)
19	39	42 (72)	28	48	24 (72)	56	20	24 (75)
33	37	30+ (33)	15	64	21+ (33)	47	18	35+ (34)
31	43	26 (67)	17	45	38 (66)	43	26	31 (67)
31	35	34 (164)	26	44	30 (160)	55	21	24 (170)
26	41	33+(141)	23	43	34+(136)	53	23	24+(147)
35	36	29 (104)	22	51	27 (103)	52	18	30 (103)
15	36	49* (80)	28	44	28+ (79)	61	22	17* (83)
38	38	24 (189)	20	48	32 (185)	47	22	31 (194)
16	28	56* (64)	27	45	28+ (60)	70	14	16* (67)
36	41	23 (205)	21	48	31 (204)	45	24	31 (210)
26	34	40*(160)	28	43	29*(156)	56	21	23+(166)
40	42	18 (109)	14	53	33 (108)	44	23	33 (111)

As a further measure of Albertan students' views on foreign student exchange they were asked questions about the financing of such programs. As can be seen in Table 10 Albertan students were divided in their opinions as to whether or not foreign students were adequately accepting enough responsibility for financing their educations. Thirty-one percent of the students stated that foreign students were accepting enough responsibility, while another 31 percent claimed that foreign students were not adequately contributing to the financing of their educations. Those students who stated most often that foreign students could do more to finance their own educations were, undergraduate students, students aged 23 or younger, undergraduate Science and Commerce students and Engineering Graduate students, politically conservative students, internationally minded students and students who regarded foreign students as a threat.* In addition, 22 percent of the Albertan students argued that foreign students should be urged to work part-time to help finance their education and another 51 percent stated that they thought foreign students should be required to return to their home countries upon completion of their studies. These last two items indicate some level of misinformation about foreign students since they are specifically not permitted to work while in Canada and are automatically required to return home upon completion of their courses of study.

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* These findings reported for Table 10 were statistically significant at the .05 level of significance for the chi square measure of association.

Albertan students were then asked how they thought foreign students should be treated in the university environment (see Table 11). The responses clearly indicated that the majority of Albertan students (76%) would not accept different admission standards for foreign students. Similarly 81 percent and 62 percent of the Albertan students respectively indicated that they would not accept different standards of academic or language ability for foreign students. Evidently Albertan students were not in favour of any preferential treatment being offered to foreign students once they had been accepted to the University of Alberta.

When Albertan students were asked whether they thought foreign students were being readily accepted by Albertan students, 51 percent of the students indicated that they thought foreign students were usually accepted and only two percent claimed that foreign students were just tolerated (see Appendix B, Table 1). It should be added that 11 Albertan students did mention that there were differences in acceptance depending on the foreign students' nationality or visibility; with 'highly different' foreign students being less accepted than students who were white, spoke English and dressed like Canadians.

The majority of Albertan students who suggested that foreign students were just tolerated stated that this was largely due to Albertans viewing foreign students as both an actual and a perceived threat (see Table 12). That is, Albertans saw foreign students as being in competition with themselves for educational positions, housing and jobs before and after graduation.

Table 11

Albertan Students' Views on the Treatment of Foreign Students
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

		If admission standards should differ for foreign students?		
		Agree	Neutral	Disagree
All students		14	10	76
Age	23 or under	15	10	75+(192)ø
	24 to 29	14	9	77 (65)#
	30 or older	7	15	78 (27)
Academic Classification by Major Area of Study	Undergraduate	14	10	76+(213)
	Graduate	15	9	76 (68)
	Undergraduate Arts	16	14	70 (44)
	Science	14	11	75 (28)
	Commerce	16	3	81 (37)
	Education	8	8	84 (49)
	Engineering	15	14	71 (55)
	Graduate Science	16	5	79 (19)
	Commerce	0	0	100 (11)
	Education	13	19	69 (16)
	Engineering	23	9	68 (22)
Marital Status and Sex	Single Male	18	12	70+(132)
	Single Female	11	11	78 (83)
	Married Male	9	9	82 (45)
	Married Female	13	0	87 (24)
Religion	No religion	18	10	72+ (80)
	Active Catholic	14	13	73 (22)
	Non-active Catholic	11	8	81 (37)
	Active Protestant	13	10	77 (39)
	Non-active Protestant	10	8	82 (78)
Rural-urban Background	Rural	12	15	73+ (34)
	Small Urban	16	11	73 (70)
	Large Urban	14	9	77 (175)
SES Background	High	14	9	77+(148)
	Low	16	10	74 (107)
Political Orientation	Conservative	19	2	79* (86)
	Liberal	12	14	74 (199)
Internationalism	High	7	6	87+ (68)
	Low	16	12	72 (217)
Perceived Threat	High	15	9	76+(171)
	Low	13	12	75 (114)

ø Raw scores are given in parentheses.
# See Table 5.

If standards of academic performance should differ for foreign students?			If standards of linguistic ability should differ for foreign students?		
Agree	Neutral	Disagree	Agree	Neutral	Disagree
9	10	81	22	16	62
8	11	81+(193)	21	15	64+(194)
12	9	79 (65)	31	17	52 (65)
4	7	89 (27)	11	19	70 (27)
10	11	79+(214)	23	17	60+(215)
4	8	88 (68)	18	14	68 (68)
11	14	75 (44)	20	23	57 (44)
17	4	79 (29)	28	7	65 (29)
11	8	81 (37)	19	11	70 (37)
4	10	86 (49)	22	18	60 (50)
11	14	75 (55)	26	20	54 (55)
5	5	90 (19)	26	11	63 (19)
0	0	100 (11)	9	9	82 (11)
6	13	81 (16)	19	19	62 (16)
5	9	86 (22)	14	18	68 (22)
13	13	74+(133)	24	16	60+(134)
4	9	88 (83)	22	18	60 (83)
9	9	82 (45)	20	20	60 (45)
4	0	96 (24)	13	4	83 (24)
14	10	76+ (91)	25	14	61+ (91)
9	14	77 (22)	39	17	44 (23)
3	5	92 (37)	11	16	73 (37)
3	10	87 (39)	16	15	69 (39)
6	8	86 (78)	19	16	65 (78)
9	18	73+ (34)	15	29	56+ (34)
6	8	86 (70)	20	19	61 (70)
10	9	81 (176)	24	13	63 (177)
10	9	81+(149)	21	13	66+(150)
9	9	82 (107)	23	17	60 (107)
14	4	82* (87)	20	10	70+ (87)
7	12	81 (199)	23	18	59 (200)
6	6	88+ (69)	10	17	73* (69)
10	11	79 (217)	26	15	59 (218)
11	8	81+(127)	23	17	60+(173)
6	12	82 (114)	20	15	65 (114)

Table 12

Albertan Students' Opinions as to Why Foreign Students Are Only Tolerated by Some Albertan Students

Reasons why foreign students are only tolerated:	Frequency of response (not percentage figures)
Foreign students' clannishness and refusal to mingle or participate in campus life.	38
Foreign students seen as competition, actual and perceived, for housing, jobs and educational placements.	31
Foreign students' attitudes (snobbish, arrogant, pushy, won't assimilate).	24
Communication problems.	23
Racial prejudice of Albertans.	18
Canadian students' attitudes (snobbish, narrow-mindedness, lack of understanding, don't associate with foreign students).	16
Cultural and racial differences of foreign students.	15
Academic competition (foreign students' striving and success).	6
Foreign students fail to return home.	3
Foreign students cause classroom related problems.	2
Due to Canadian conformity and peer group pressure.	2
Due to lack of personal interaction with foreign students.	2
Due to foreign students' wealth and their being subsidized by the Alberta government.	2

However, some Albertan students also thought that the rejection of foreign students was due to the foreign students themselves. In this regard, Albertan students referred to the foreign students' clannishness, and apparent refusal to mingle or contribute actively to campus life. Students also mentioned that many foreign students failed to accept Canadian ways and appeared to be snobbish, arrogant and 'pushy', especially linguistically. In terms of language, it seemed to bother some Albertan students that some foreign students continued to use their own mother tongue while avoiding the use of English. More generally, however, Albertan students also remarked that the lack of English fluency by some foreign students contributed substantially to the lack of communication and interaction between foreign and Canadian students; and in turn this caused foreign students to group together with other foreign students with whom they could communicate successfully.

It is interesting to note that some Albertan students did state that characteristics such as snobbishness, lack of understanding, narrowmindedness and clannishness were also applicable to Albertan students and that this also contributed to the rejection of foreign students. Thus it seems that some Canadian students recognized that not only foreign students are responsible for the lack of interaction between themselves and foreign students.

Albertan students were also asked whether or not they thought foreign students were causing special problems for Alberta's universities, university staff or Canadian students. Forty-six percent of the Albertan students did feel that foreign students were causing special problems while 26 percent thought they were not causing any problems at the University of Alberta (see Appendix B, Table 2). The types of problems foreign students were accused of causing are presented in Table 13.

Table 13

Albertan Students' Perceptions of the Problems Caused by Foreign Students

Problems Caused by Foreign Students	Frequency of Responses (not percentage figures)
Language and communication problems	47
Competition for housing	16
Competition for jobs	11
Competition for educational positions	11
Competition for grades	10
Canadian tension, racism and prejudice	9
Conflict of cultures, customs and ways of life	8
Disrupt and 'hold back' classes	8

Clearly those Albertan students who responded, felt that the majority of problems caused by foreign students were due to communication barriers and the foreign students' inability to speak and write English adequately. This linguistic deficiency was seen as leading to difficulties during class discussions and group projects. In addition time had to be 'wasted' while explaining instructions and class material to foreign students and this retarded class progress. It was also mentioned that some foreign student teaching assistants were sometimes hard to understand.*

Once again a few students pointed out that the communication barrier is a two-way problem since not all Canadians are trying hard enough to listen to (or understand) foreign students. As another explanation for the lack of two-way communication, a few students suggested that there was often a conflict of personalities, ways of life, culture, dress, and customs involved. In addition it was pointed out by some Albertans that a number of Canadian students seem unable to realize that foreign students encounter sizeable difficulties in adjusting to Canadian life. These same Albertan students also cautioned that the communication problem could be working to the disadvantage of foreign students since some professors found it hard to teach them and as a result often ignored them.

Most surprising, however, was the finding that some Albertan students appeared to be both impressed and threatened by the academic qualifications and ability of foreign students. For instance, some Albertan students contended that foreign students represent the 'pick of the crop' of their own countries and are thus of above average intelligence and are often better prepared due to the higher standards in some foreign countries. This was seen as leading to an undesirable competition for grades (in which foreign students held the advantage) and the lowering of the Canadian average by comparison.

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* It should be noted that all foreign students are required to take and pass the TOEFL (Test of English as a Foreign Language) oral and written English language ability test prior to being accepted to the University of Alberta. Although the validity of this test has recently been questioned, it seems reasonable to assume that it ensures that foreign students have at least some fluency in English (Gateway, November 30, 1976: 7). If this is true then it may be that Canadian students are not so much reacting negatively to foreign students' language ability, which is usually grammatically correct, as to the foreign students' accent (which may hamper communication due to intonation differences) or speed of talk.

Foreign students were also blamed for causing increased competition for part-time, summer and permanent jobs, for taking educational places (away from Canadians) and for monopolizing the best student housing on and off campus. Additionally a small number of Albertan students suggested that the presence of foreign students was triggering once dormant racism, hostility, suspicion, jealousy and prejudiced feelings in Canadians.

Albertan students were then asked to indicate (Table 14) which nationalities of foreign student they thought were responsible for causing most of the problems mentioned above. The majority of the students who responded, claimed that foreign students from Hong Kong, India, and Pakistan were causing most of the difficulties. To a lesser extent, students from Africa, Southeast Asia, the Middle East, the West Indies and Central and South America were also considered to be responsible for causing special problems at the University of Alberta.

Since the goal of this section was to assess Albertan student perceptions of foreign student exchange, it was decided that a comprehensive examination of their feelings should include some reference to their reactions to recent provincial government action in this area of education. With this intention Albertan students were asked whether or not they thought the Alberta government's differential fee proposal was justifiable. As can be seen in Table 15, 53 percent of the Canadian students agreed that the fee proposal was justifiable, while 36 percent did not approve of the proposal and the other 11 percent refused to take a stand on this controversial issue. The Albertan students most in favour of the differential fee proposal were: undergraduate students, undergraduate students in Arts and Commerce and Graduate students in Engineering, politically conservative students, internationally minded students, and students who regarded foreign students as threatening.* When Albertan students were asked if raising tuition fees for foreign students would mean that native Albertans would be given more access to academic positions as a result, only 28 percent signified that this would occur while 59 percent indicated that no changes of this sort would result.

Since it had been suggested in the media that the foreign student tuition fee proposal could possibly be part of a larger plan by the provincial government to increase all student tuition fees in the future, Albertan students were asked whether they thought this could be true. As can be seen in Table 15 the students were fairly equally divided on this question with 32 percent agreeing and

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* These findings were statistically significant at the .05 level of significance for the chi square measure of association.

Table 14

Albertan Students' Perceptions of Which Nationalities of Foreign Students are Responsible for Causing 'Special Problems at the University of Alberta

Nationalities of Foreign Students	Frequency of Responses (not percentage figures)
Hong Kong	91
India and/or Pakistan	76
Africa	31
Southeast Asia	26
Middle East	26
West Indies	21
Central and South America	18
South Pacific	13
United States	8
British Isles	7
Western Europe	7
Eastern Europe	4
All Countries	5

31 percent disagreeing that the foreign student fee proposal was a forewarning of future fee increases for all students.

In summary, the results indicated that Albertan students appeared to have a basically restrictive attitude towards foreign student exchange at the University of Alberta. Students who were politically liberal, not internationally oriented, and threatened by the presence of foreign students; and students who were 23 or younger and in undergraduate faculties were least supportive of foreign student exchange.

Table 15

Albertan Students' Views on the Provincial Government's Handling of Foreign Student Exchange (In percentages, rounded)

Key: significant relationships = * non-significant relationships = +		If the Alberta government's differential fee scheme is justifiable?		
		Agree	Neutral	Disagree
All students		53	11	36
Age	23 or under	58	12	30*(193)ø
	24 to 29	43	6	51 (65)#
	30 or older	43	11	46 (28)
Academic Classification by Major Area of Study	Undergraduate	58	12	30*(214)
	Graduate	38	7	55 (69)
	Undergraduate Arts	66	11	23* (44)
	Science	48	10	42 (29)
	Commerce	76	5	19 (37)
	Education	56	12	32 (50)
	Engineering	48	19	33 (54)
	Graduate Science	35	5	60 (20)
	Commerce	36	28	36 (11)
	Education	25	6	69 (16)
	Engineering	50	0	50 (22)
Marital Status and Sex	Single Male	54	10	36+(134)
	Single Female	56	13	31 (83)
	Married Male	56	11	33 (45)
	Married Female	33	9	58 (24)
Religion	No religion	44	9	47* (93)
	Active Catholic	59	14	27 (22)
	Non-active Catholic	51	19	30 (37)
	Active Protestant	41	18	41 (39)
	Non-active Protestant	71	5	24 (78)
Rural-urban Background	Rural	46	20	34+ (35)
	Small Urban	52	9	39 (71)
	Large Urban	55	10	35 (175)
SES Background	High	57	10	33+(150)
	Low	47	14	39 (107)
Political Orientation	Conservative	77	9	14* (86)
	Liberal	43	11	46 (201)
Internation-alism	High	81	12	7* (67)
	Low	44	11	45 (220)
Perceived Threat	High	62	11	27*(173)
	Low	40	10	50 (114)

ø Raw scores are given in parentheses.

# See Table 5.

If raising foreign student fees means that Albertans get more acces access to educational positions?			If the differential fee scheme is part of a larger tuition fee increase for all students?		
Agree	Neutral	Disagree	Agree	Neutral	Disagree
28	13	59	32	37	31
30	16	54+(188)	30	37	33+(184)
26	8	66 (65)	39	34	27 (62)
15	7	78 (27)	26	41	33 (27)
33	13	54+(209)	32	36	32+(205)
15	12	73 (68)	31	37	32 (65)
32	18	50+ (44)	40	30	30+ (43)
39	11	50 (28)	26	41	33 (27)
26	11	63 (35)	22	33	45 (36)
42	12	46 (48)	35	42	23 (48)
26	13	61 (54)	31	38	31 (51)
15	15	70 (20)	42	37	21 (19)
18	27	55 (11)	0	45	55 (11)
7	0	93 (15)	44	31	25 (16)
18	9	73 (22)	26	37	37 (19)
27	16	57+(130)	30	38	32+(122)
37	12	51 (82)	34	39	27 (82)
23	4	73 (44)	24	43	33 (46)
13	12	75 (24)	44	12	44 (23)
23	11	66+ (91)	34	40	26+ (89)
30	15	55 (20)	29	33	38 (21)
19	17	64 (36)	38	24	38 (34)
29	10	61 (38)	27	43	30 (37)
39	14	47 (77)	23	36	41 (75)
34	6	60+ (35)	40	27	33+ (33)
22	14	64 (69)	35	33	32 (66)
29	14	57 (171)	29	41	30 (169)
30	15	55+(145)	26	44	30+(142)
27	11	62 (106)	35	33	32 (104)
37	9	54+ (84)	31	34	35+ (83)
24	14	62 (197)	32	38	30 (191)
46	12	42* (68)	28	38	34+ (65)
22	13	65 (213)	33	36	31 (209)
37	16	47*(167)	35	35	30+(164)
14	9	77 (114)	27	40	33 (110)

The level of opposition to foreign student exchange became more apparent when it was noted that a majority of Albertan students (82%) wished to control the flow of foreign students to the University of Alberta by implementing quotas of some kind for all foreign students especially those from Asian and Third World countries. Concurrently many students insisted that those foreign students who were already at the University of Alberta should not be given any preferential treatment with regards to linguistic and academic standards of performance.

Nevertheless, despite the negative reaction to foreign student exchange most students (95%) indicated that they thought that foreign students were often or usually accepted by Albertan students. The reported level and nature of this acceptance in terms of cross-cultural relations between Albertan and foreign students is considered below.

Cross-cultural Relations on the University of Alberta Campus

The present study was also concerned with the degree to which Albertan university students' orientations are effected by their international educational experiences. It was initially assumed that when an individual in the university environment is exposed to a variety of international educational concerns in the curriculum and is simultaneously introduced to students from other countries, these experiences would be expected to affect the students' outlook on international education in general and on foreign students in particular (to varying degrees depending on the nature and intensity of such experiences).

An effort was then made to assess what impact such experiences have had on Albertan students. Simultaneously this provided a test of one of the grounding principles of foreign student exchange programs -- that the educational process when properly managed can act as an 'internationalizer' of student perspectives.

The first type of international experience to be examined was the reported degree of Albertan student interaction with foreign students since it was expected that such interaction would ultimately effect Albertan students' attitudes towards foreign student exchange. It was discovered that there has been little contact between Albertan and foreign students except in the relatively structured classroom context. Only 29 percent of the Albertan students were living in a building which also housed foreign students. Similarly only 38 percent of the Albertan students reported that there were foreign students in the clubs or organizations to which they belonged. In sharp contrast, 92 percent of the Albertan students did claim that they had come into contact with foreign students during their class periods (see Appendix B, Table 3).

Information was also gathered on the nature of the interactions reported between Albertan and foreign students. As can be seen in Table 16, only eight percent of the Albertan students indicated that they had no contact at all with foreign students. However the majority of those students who had some contact with foreign students reported meeting them in the relatively impersonal

Table 16

Albertan Students' Views of Their Relationships with Foreign Students
(In percentages, rounded)

Key: significant relationships = *
non-significant relationships = +

		Type of relationship with foreign students.			
		No contact	Class-mates	Person to Speak to	Good Friends
All students		8	43	25	24
Age	23 or under	10	45	28	17*(193)ø
	24 to 29	5	39	20	36 (66)#
	30 or older	4	32	25	39 (28)
Academic Classification by Major Area of Study	Undergraduate	10	47	28	15*(216)
	Graduate	3	26	21	50 (68)
	Undergraduate Arts	7	32	34	27* (44)
	Science	7	41	31	21 (29)
	Commerce	3	65	21	11 (37)
	Education	16	46	32	6 (50)
	Engineering	13	52	21	14 (56)
	Graduate Science	0	5	10	85 (20)
	Commerce	0	55	36	9 (11)
	Education	6	31	19	44 (16)
	Engineering	5	28	24	43 (21)
Marital Status and Sex	Single Male	9	46	24	21+(135)
	Single Female	9	34	34	23 (82)
	Married Male	7	41	24	28 (46)
	Married Female	0	54	17	29 (24)
Religion	No religion	10	34	20	36+ (91)
	Active Catholic	4	57	26	13 (23)
	Non-active Catholic	11	34	34	21 (38)
	Active Protestant	5	49	23	23 (39)
	Non-active Protestant	8	45	31	17 (78)
Rural-urban Background	Rural	6	37	26	31+ (35)
	Small Urban	9	44	32	15 (71)
	Large Urban	9	42	24	25 (176)
SES Background	High	5	45	27	23+(151)
	Low	13	40	24	23 (108)
Political Orientation	Conservative	6	42	27	25+(200)
	Liberal	13	42	24	21 (88)
Internation-alism	High	6	40	26	28*(200)
	Low	13	50	27	10 (68)
Perceived Threat	High	9	45	28	18+(173)
	Low	6	39	24	31 (115)

ø Raw scores are given in parentheses.

# See Table 5.

Closeness of the relationship with foreign students. Feelings of respondent if he or she lost 'touch with foreign students.

No contact	Wouldn't Care	Not badly at all	Fairly badly	Very badly	
12	34	29	19	6	
14	37	29	17	3*	(193)
9	31	26	26	8	(65)
4	14	36	18	28	(28)
15	39	30	13	3*	(215)
5	16	25	38	16	(68)
11	32	34	18	5*	(44)
10	28	41	14	7	(29)
16	51	19	14	0	(37)
22	36	30	8	4	(50)
13	45	27	13	2	(55)
0	0	0	68	32	(19)
9	37	18	27	9	(11)
6	6	44	19	25	(16)
5	27	36	32	0	(22)
15	39	28	16	2+	(134)
11	27	31	24	7	(83)
9	30	33	17	11	(45)
8	33	21	25	13	(24)
11	30	27	20	12+	(90)
22	26	31	17	4	(23)
11	26	42	16	5	(38)
13	26	33	20	8	(39)
14	39	24	22	1	(78)
9	40	31	11	9+	(35)
13	40	28	16	3	(70)
13	30	28	22	7	(176)
11	35	26	22	6+	(150)
17	34	30	14	5	(107)
17	42	22	14	5*	(87)
10	29	32	22	7	(200)
19	45	24	9	3*	(69)
10	30	30	23	7	(218)
14	35	33	14	4*	(172)
9	31	24	26	10	(115)

atmosphere of the classroom. More specifically, 43 percent of the students had had contact with foreign students as classmates, 25 percent had contacted foreign students as classmates and as persons to speak to, and 24 percent had interacted with foreign students as classmates, persons to speak to, and as good friends.* As a further measure of the nature of the relationships between Albertan and foreign students the former were asked how they would feel if they lost touch with the foreign students they knew. Sixty-three percent of the Albertan students stated that they would not care or would not feel badly if they lost contact with foreign students, while 25 percent claimed that they would feel fairly or very badly if they lost touch with their foreign student friends.

Generalizing from the results, it was noted that students without a religious affiliation, students from rural areas, older students, graduate students, and graduate students majoring in Science, Education and Engineering fields appeared to be most likely to have close relationships with foreign students. Similarly students with an internationalistic orientation and students who did not perceive foreign students as a threat to their own well-being, maintained closer friendships with foreign students. Additionally, older students, graduate students, graduate students majoring in Science and Engineering fields, married students, students with no religious affiliation, students from rural backgrounds, and students who were not internationalistically oriented and who did not regard foreign students as a threat, were more likely to feel badly about losing touch with the foreign students they knew.

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* It was assumed that contact with foreign students as classmates did not necessarily mean that there was any actual interaction with them whereas knowing a foreign student as a person to speak to indicated actual interaction.

With regards to the third set of hypotheses the research findings reviewed above indicate that:

(1) hypothesis 19 was supported,
(2) hypothesis 20 was supported,
(3) hypothesis 21 was not supported,
(4) hypothesis 22 was not supported,
(5) hypothesis 23 was not supported,
(6) hypothesis 24 was not supported,
(7) hypothesis 25 was not supported in terms of the 'type' of relationship, but was supported in terms of the 'closeness' of the relationship,
(8) hypothesis 26 was supported,
(9) hypothesis 27 was not supported in terms of the 'type' of relationship, but was supported in terms of the 'closeness' of the relationship.

As another part of the assessment of the nature of cross-cultural relations on campus, variations in the level of contact between foreign and Albertan students were examined with reference to selected student characteristics. This section of the data analysis was specifically designed to replicate the research methodology of the Deutsch (1970), Goldsen (1956), and Shaffer and

Dowling (1966) studies mentioned in the literature review. As in the Goldsen and Deutsch studies, it was assumed that students who participate socially and who are well-integrated in campus life (as measured by the index of social participation) would be more informed about international concerns and would also be more likely to interact with foreign students than would poorly integrated or socially deviant students.

However, unlike the Goldsen and Shaffer and Dowling studies the results of the present study (Table 17) did not indicate a statistically significant relationship between level of social participation in the university environment and level of interaction with foreign students. Thus hypothesis 28 was not supported by the data. The failure to find a significant relationship may be explained by possible sampling problems or by the possible methodological weakness of the index used to measure social participation. However, it seems more likely that the expected relationship was not found due to a lack of campus values (or social norms) at the University of Alberta supportive of international involvement or participation in cross-cultural relationships. This would mean that regardless of how involved a student was in the university environment he or she would be no more likely than a socially deviant student to be affected by values or norms favouring cross-cultural relationships. This explanation seems to be plausible since it has already been shown that Canadian students at the University of Alberta displayed a general lack of interest in international activities.* There are

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* In addition it should also be mentioned that a high level of

Table 17

Albertan Students' Social Participation in the University Environment in Relation to Interaction with Foreign Students
(In percentages, rounded)

Index of Social Participation	Interaction with Foreign Students		
	High	Low	(N)
High	63	37	(115)
Low	54	46	(142)

X^2=1.505, df=1
.05 level of significance

also important differences in the social contexts within which the present study and the Goldsen and Shaffer and Dowling studies were undertaken and these may be related to the differences in the findings of the various studies. The Goldsen, and Shaffer and Dowling studies were completed during the economically prosperous 1950's and '60's, in the United States shortly after the Americans had really become involved with international education. Thus foreign student

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social participation in the university environment in terms of membership in campus clubs and organizations does not guarantee any increased level of contact with foreign students since, according to Ruth Groberman, the Foreign Student Adviser at the University of Alberta, the latter group generally does not participate in campus activities. Typically foreign students interact in their own off-campus groups often only with students of the same nationality thereby separating themselves from other foreign students as well as Canadian students.

exchange was viewed as an exciting new experiment in international education and international relations and every effort was made to make it succeed. In contrast, in Canada today economic conditions are not as favourable and Canadians have had considerably more time to assess the 'costs and benefits' of foreign student exchange programs.

In a further attempt to identify the factors related to Canadian-foreign student interaction an examination was made of the degree to which such cross-cultural interaction is determined by proximity to foreign students. A significant positive relationship was found between the presence of foreign students and the level of interaction between Albertan and foreign students (Table 18). Students who lived in buildings where foreign students were present or who belonged to clubs or organizations, or who went to classes in which there were foreign students, reported interacting* more often with foreign students. This corroborated the findings of the Goldsen and Deutsch studies and confirmed the hypotheses which predicted a positive relationship between a Canadian student's level of interaction with foreign students and the proportion of foreign students present in the Canadian student's place of residence, organizations, and/or classes.

As in the Shearer and Deutsch studies, the relationships between basic demographic variables and the Albertan students' level

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* This does not mean that all the interaction was favourable but only that the level of contact was higher.

Table 18

Albertan Students' Identification of the Presence of Foreign Students in Their Building of Residence, Clubs or Organizations and Classes, in Relation to Interaction with Foreign Students (In percentages, rounded)

	Interaction with Foreign Students		
	High	Low	(N)
Presence of Foreign Students in Building of Residence			
Yes	73	27	(79)[1]
No	52	48	(176)
Don't Know	59	41	(17)
Presence of Foreign Students in Organizations			
Yes	75	25	(109)[2]
No	37	63	(91)
Don't Know	56	44	(55)
Presence of Foreign Students in Classes			
Yes	60	40	(259)[3]
No	29	71	(7)
Don't Know	13	87	(8)

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[1] X^2=10.586, df=2

[2] X^2=29.174, df=2

[3] X^2=9.819, df=2

.05 level of significance

of interaction with foreign students were also examined in some detail. Summarizing the results (Table 19), statistically significant relationships were found between Albertan students' sex, marital status, academic classification, age, and rural-urban background, and

Table 19

Albertan Students' Demographic Characteristics and Level of Interaction with Foreign Students (In percentages, rounded)

	Interaction with Foreign Students		
	High	Low	(N)
Marital Status and Sex			
Single Male	53	47	(129)[1]
Single Female	44	56	(82)
Married Male	24	76	(45)
Married Female	42	58	(24)
Academic Classification			
Undergraduate	51	49	(208)[2]
Graduate	15	85	(69)
Undergraduate Arts	61	39	(41)[3]
Science	59	41	(27)
Commerce	38	62	(37)
Education	33	67	(49)
Engineering	59	41	(54)
Graduate Science	100	0	(20)
Commerce	64	36	(11)
Education	69	31	(16)
Engineering	96	4	(22)
Age			
23 or under	51	49	(187)[4]
24 to 29	75	25	(65)
30 or older	68	32	(28)
Type of Residence Background			
Rural	79	21	(33)[5]
Small Urban	57	43	(69)
Large Urban	55	45	(173)

$^{1}X^{2}=5.843$, df=1

$2_{X}2=26.175$, df=1

$^{3}X^{2}=47.483$, df=8

$^{4}X^{2}=13.172$, df=2

$^{5}X^{2}=6.597$, df=2

.05 level of significance

their level of interaction with foreign students. These findings supported the hypotheses which predicted a relationship between the level of Albertan-foreign student interaction and the Albertan students' marital status and sex, academic classification, age, and rural-urban background.

In a further effort to replicate the Deutsch study, the relationship between cross-cultural relations on campus and Albertan students' expectations for international involvement were examined in reverse in order to determine whether interaction with foreign students is dependent on (a) the presence of foreign students, or (b) Albertan student interest in international involvement.

Unlike the Deutsch study which found statistically significant relationships for most variables considered, the present study uncovered only one such relationship (Table 20); that between expectation of pursuing a career outside Canada (ie. hypothesis 36) and the level of interaction with foreign students. Students who expected to pursue a career outside Canada were more likely to have had frequent interactions with foreign students. Although no statistically significant relationship was found between expectation of working for an international service and level of interaction with foreign students (ie. hypothesis 37) it was noted that those students who did expect to work for a C.U.S.O. type organization reported having more frequent interactions with foreign students than did the Albertan students who had no aspirations for working with such an organization.

Table 20

Albertan Students' Expectations of Involvement in International Activities and Interaction with Foreign Students (In percentages, rounded)

	Interaction with Foreign Students		
	High	Low	(N)
Career Expected Outside Canada			
Yes	76	24	(29)[1]
No	47	53	(118)
Don't know	64	36	(132)
Expectations of Serving with International Service Agency			
Yes	79	21	(14)[2]
No	54	46	(179)
Don't know	64	36	(86)
Index of Internationalism			
High	60	40	(217)[3]
Low	52	48	(64)

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[1] X^2=12.302, df=2

[2] X^2=5.088, df=2

[3] X^2=1.236, df=1

.05 level of significance

The index of student internationalism was also cross-tabulated with level of interaction with foreign students as another measure of Albertan students' international involvement since the index focused on different aspects of student interest in international activities. No statistically significant relationship was detected between these two variables, but judging by the data presented in Table 20 it appears that internationally oriented students were somewhat more likely to interact with foreign students.

The Impact of Cross-cultural Relations

As was noted in the literature review, only one sociological study, (Deutsch, 1970), so far, has focused specifically on the impact of cross-cultural relations within the university context. This study is now somewhat dated and is not widely applicable since it dealt only with American-foreign student relationships. The present study sought to add some information to this knowledge gap on student cross-cultural relations by providing data on the consequences of Canadian-foreign student relationships. Hopefully this information will prove valuable to on-going discussions of the positive and negative aspects of foreign student exchange programs.

In previous studies Shaffer and Dowling (1966) and Deutsch (1970) concluded that friendships with foreign students encouraged American students to become more interested in international affairs, to re-evaluate their attitudes towards American national and international policies, and to alter their future plans. In general, American students who interacted with foreign students were relatively more likely to support increasing the number of foreign students studying in the United States and tended to reject the idea that foreign students should be forced to return to their home countries after graduation. These students also rejected the possibility of any quota system being established for foreign students.

It should be cautioned, however, that the positive relationship between interaction with foreign students and involvement with international activities may be due to the fact that students who are already internationally oriented are more likely than others to seek out foreign students as friends. In response to this problem Deutsch did little more than to assert that his findings indicated that cross-cultural interactions did in fact act to internationalize the American student.

The present study unlike the Deutsch study did not uncover as many statistically significant relationships between Canadian-foreign student interaction and Canadian students' attitudes. As in the Deutsch study, Albertan students who were interacting with foreign students were significantly more in favour of permitting foreign students to come to Canada (Table 21). In addition, these students were significantly less likely to favour the implementation of quotas for foreign students, (Table 22), and were more likely to consider the Alberta government's differential tuition fee proposal as being unjustifiable (Table 23). These favourable attitudes towards foreign students and foreign student exchange can be explained by noting that these Albertan students did not appear to be threatened by the presence of foreign students since they stated that foreign students were not taking educational places away from Canadian students.

Unlike the Deutsch study, no statistically significant relationships were found between Albertan-foreign student interaction, and Albertan student opinions on: (a) the question of foreign students' responsibility for financing their education; and (b) whether or not foreign students should be required to return to their home countries after graduation (Table 24). In addition, no

Table 21

Albertan Students' Interaction with Foreign Students and Attitudes Towards Foreign Student Exchange

(In percentages, rounded)

	If bringing foreign students to Canada is favoured			
	Don't approve	Presently enough foreign students in Canada	More foreign students should be permitted to come to Canada	
Index of Albertan-Foreign Student Interaction				
High	7	57	36	(157)*
Low	14	68	18	(114)

X = 14.139, df=2

.05 level of significance

* Raw figures are given in parentheses

Table 22

Albertan Students' Interaction with Foreign Students and Attitudes Towards Quotas for Foreign Students
(In percentages, rounded)

	Albertan student views on foreign student quotas at the University of Alberta			
Index of Albertan-foreign Student Interaction	There should be quotas for all departments and faculties	There should be quotas only for certain departments	There should be quotas for different departments and faculties	There should be no quotas
High	31	14	33	32 (160)*
Low	47	9	31	13 (116)

X = 8.500, df=3

.05 level of significance

*Raw figures are given in parentheses.

Table 23

Albertan Students' Interaction with Foreign Students and Views on the Provincial Government's Handling of Foreign Student Exchange
(In percentages, rounded)

	If the Alberta government's differential fee proposal is justifiable.			
Index of Albertan-Foreign Student Interaction	Agree	Neutral	Disagree	(N)
High	49	8	43	162
Low	57	15	28	117

$X^2=8.219$, df=2

.05 level of significance

relationship was detected between Albertan-foreign student interaction and Albertan student views on the treatment of foreign students (Table 25). Unfortunately the present study does not provide enough information to allow satisfactory explanations for the lack of significant relationships on these items.

Table 26 provides more conclusive evidence as to the nature of the relationship between Albertan students' internationalism and their level of interaction with foreign students. Those students who had interacted with foreign students were more likely to expect: (a) to complete their schooling outside Canada; and (b) to pursue a career outside Canada. No statistically significant relationship was found between interaction with foreign students and expectations for working with an international service organization such as C.U.S.O. Initially it appears, based on the data presented here, that Albertan students who interacted with foreign students did have higher expectations than other students of participating in internationally oriented activities. It should be noted, however, as Deutsch has done, that these results should be interpreted carefully since the data are not from a longitudinal study nor focused on actual behaviour and thus no causal sequence of attitudinal change can be specified.

In terms of the fifth set of hypotheses, the results reviewed above indicate that:

Table 24

Albertan Students' Interaction with Foreign Students
and Attitudes Towards Foreign Students
(In percentages, rounded)

Index of Canadian-Foreign Student Interaction	If Native Canadians are losing educational places to foreign students			If Foreign Students are accepting enough responsibility for financing their education			If Foreign Students should be required to return to their home countries		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
High	31^{1}	11	58(161)*	36^{2}	35	29(155)	47^{3}	23	30(157)
Low	45	11	44(115)	26	42	32(106)	55	20	25(112)

${}^{1}\chi^{2} = 6.284$, df = 2

${}^{2}\chi^{2} = 2.423$, df = 2

${}^{3}\chi^{2} = 1.773$, df = 2

.05 level of significance

* Raw figures are given in parentheses.

Table 25

Albertan Students' Interaction with Foreign Students and Attitudes Towards the Treatment of Foreign Students (In percentages, rounded)

Index of Canadian-Foreign Student Interaction	If admission standards should differ for foreign students			If standards of academic performance should differ for foreign students			If standards of language ability should differ for foreign students		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
High	15[1]	10	75(163)*	9[2]	9	82(163)	24[3]	15	61(163)
Low	12	12	76(114)	8	11	81(115)	21	17	62(116)

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[1] $\chi^2 = 0.626$, df = 2

[2] $\chi^2 = 0.675$, df = 2

[3] $\chi^2 = 0.486$, df = 2

.05 level of significance

* Raw figures are given in parentheses.

Table 26

Albertan Students' Interaction with Foreign Students and International Expectations (In percentages, rounded)

Index of Canadian-Foreign Student Interaction	Expect formal schooling outside Canada			Expect to apply to an international service agency (e.g. C.U.S.O.)			Expect a career outside of Canada		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
High	10^1	44	46	7^2	59	34	14^3	34	52(162)*
Low	8	67	25	3	71	26	6	54	40(117)

$^1\chi^2 = 15.079$, df = 2

$^2\chi^2 = 5.088$, df = 2

$^3\chi^2 = 12.302$, df = 2

.05 level of significance

* Raw figures are given in parentheses.

(1) hypothesis 39 was supported,

(2) hypothesis 40 was supported,

(3) hypothesis 41 was not supported,

(4) hypothesis 42 was supported,

(5) hypothesis 43a was supported, hypothesis 43b was not supported, and hypothesis 43c was supported.

Summary

Chapter IV presented an analysis of the factors related to Albertan students' attitudes towards foreign students and foreign student exchange. Early in the chapter it was determined that Albertan students were generally not very internationally oriented in terms of expectations for future involvements in international activities. Although a substantial proportion of Albertan students in the sample had travelled abroad few had studied any foreign languages, or taken any courses in cross-cultural or international affairs while at university. In addition many Albertan students indicated that it was unlikely that they would become any more internationally involved following graduation.

Albertan students who were female, young (aged 23 or younger), undergraduates, and religiously involved, expressed the greatest aspirations for future involvement in internationally oriented activities such as studying abroad, working with a C.U.S.O. type organization, or pursuing a career outside Canada. These results supported the first set of hypotheses (hypotheses 1 to 9) which related expectations for international involvement to factors such as age, academic classification, socio-economic background, level of internationalism and degree of perceived threat. In contrast, factors such as; sex, marital status, religious background, rural-urban background and political orientation were not significantly related to expectations for involvement with international activity.

The results also indicated that Albertan students did not overwhelmingly support the continued existence of the foreign student exchange program, in its present form, at the University of Alberta. The majority of students stated that they thought there were presently enough foreign students in Canada and Alberta. Summarizing, again, married students, older students (aged 24 or older), graduate students, Protestant students, students with no religious affiliation, students from urban and blue collar or low socio-economic backgrounds, politically conservative and internationally oriented students and students who did not consider that foreign students were a threat to their own well-being, expressed the greatest level of support for foreign student exchange programs. Thus as hypothesized, students' views on foreign student exchange were significantly related to factors such as age, academic classification, political orientation, level of internationalism and degree of perceived threat. There was one exception, however, in that the political orientation variable was not positively but negatively related to Albertan students' attitudes towards foreign student exchange. Unfortunately due to a lack of additional information this unexpected finding could not be satisfactorily explained. The other hypotheses which predicted an association between students' views on foreign student exchange and variables such as; sex, marital status, religious background, and rural-urban background were not supported by the data (hypotheses 10 to 18).

More specifically, with regards to Albertan students' perceptions of foreign student exchange, it was discovered that the majority of Albertans favoured the implementation of some type of quota for foreign students at the University of Alberta. When Albertan students were asked to indicate which nationalities of foreign students the quotas should be applied to, foreign students from Asian and Third World countries were most frequently mentioned. It should be noted, however, that only a minority of Albertan students responded to this question. In contrast, Albertan students were quite unanimous about what the acceptable optimum percentage of foreign students at the University of Alberta should be. Seventy percent of the students preferred a 0 to 9 percent level.

In general Albertan students' opinions about other aspects of foreign student exchange were rather evenly divided: approximately 30 percent of the students thought foreign students were taking educational places away from Canadian students while 51 percent thought that this was not happening; 31 percent thought that foreign students were accepting enough responsibility for financing their own educations while 31 percent disagreed; 51 percent thought that foreign students should be required to return to their own home countries after graduation while 27 percent disagreed with this; and, 46 percent thought that foreign students were causing special problems for Canadian students and university staff while 26 percent stated that this was not so. As an aside, it was noted that most Albertan students thought that problems caused by foreign students were due to communication barriers and language deficiencies on the part of foreign students.

Although there was an ambivalence of opinions about the management of foreign student exchange programs, Albertan students were quite unanimous about what the treatment of foreign students should be. In terms of university admission, linguistic ability and academic performance standards, students stressed that foreign students should not receive any preferential treatment while at the University of Alberta.

In spite of the general level of opposition to foreign student exchange, the recognition that foreign students were causing problems for Canadian students and the refusal to accept preferential treatment for foreign students, approximately half of the Albertan students claimed that foreign students were being accepted by Canadian students at the University of Alberta.

An effort was also made in Chapter IV to determine how Alberta university students were being affected by their experiences with international concerns through the curriculum or through interaction with foreign students. It had been expected that these experiences would have some significant impact on students' attitudes towards foreign students and foreign student exchange. However, before this impact could be assessed the level of interaction between Albertan and foreign students had to be determined. The results revealed that there had been relatively little meaningful personal contact reported between Canadian and foreign students. Nearly half the Albertan students who had had some contact with foreign students reported meeting them in the artificial and highly structured classroom context. Concomitantly, approximately 60 percent of the students declared that their relationships with foreign students were simple and impersonal and that they either would not care or would not feel badly if they lost contact with the foreign students they had met. The Albertan students who formed the closest relationships with foreign students were those students who; generally had no religious affiliation, who were older, who were graduate students majoring in Science, Education or Engineering fields, who were from rural areas, who were internationalistic in their orientation or who were not inclined to report feeling threatened by foreign students.

These results significantly supported the third set of hypotheses which predicted an association between the 'type' of cross-cultural relationships between Albertan and foreign students and the students' age, academic classification and internationalism. The other hypotheses in this set which related sex, marital status, religious background, rural-urban background, socio-economic background, political orientation and degree of perceived threat to the type of interaction between Canadian and foreign students were not significantly supported, although some variations were noted.

The hypotheses which related the 'closeness' of Albertan foreign student interaction to factors such as; age, academic classification, political orientation, degree of perceived threat and level of internationalism were supported. In contrast, the hypotheses which predicted a relationship between 'closeness' of the Albertan-foreign student interaction and variables such as; sex, marital status, religious background, rural-urban background and socio-economic background (hypotheses 19 to 27) were not supported.

Additional factors which were thought to affect Albertan-foreign student interaction were also examined. For example, it was hypothesized that there would be a positive relationship between Albertan students' level of social participation in the university environment and level of Albertan foreign student interaction (hypothesis 28). This hypothesis was not supported by the data and this was regarded as a possible indication of the lack of social norms on the University of Alberta campus supportive of involvement with international activities or cross-cultural relations. In contrast, the hypotheses (numbers 29 to 31) predicting a positive relationship between level of Albertan-foreign student interaction and presence of foreign students in Albertan students' building of residence, organizations and classes were supported; Albertan students who were in proximity to foreign students did report having more meaningful relationships with them.

Selected basic demographic characteristics of the Albertan students were also significantly and positively related to their level of interaction with foreign students (hypotheses 32 to 35).

The results were not as conclusive in terms of the impact on Albertan students of interaction with foreign students. The hypothesis (number 36) which predicted a relationship between

Albertan-foreign student interaction and Albertan students' expectations for pursuing a career outside Canada was supported while the hypothesis (number 37) related Albertan-foreign student interaction to expectations for working with an international service agency was not supported. It appeared that Albertan students' level of internationalism was not as important a factor as proximity to foreign students in predicting students' levels of interaction with foreign students and levels of involvement in internationally oriented activities.

The fifth set of hypotheses (39 to 43) were generally supported. The level of Albertan-foreign student interaction was significantly and positively related to Albertan students' attitudes towards foreign student exchange, the implementation of quotas for foreign students, and expectations for future involvement in international activities. In addition the level of Albertan-foreign student interaction was significantly and negatively related as hypothesized, to Albertan students' views of the Alberta government's attempts to make changes in the management of foreign student exchange in Alberta. Only hypothesis 41 which predicted a positive relationship between level of Albertan-foreign student interaction and Albertan students' attitudes towards the treatment of foreign students was not supported. Generally, however, it did appear that the basic assumption of foreign student exchange programs, that international education experiences may act to 'internationalise' some North American students, has been upheld by the findings of this study.

Chapter V

Analysis of the Results with Reference to the Social Expectation-System Overload Model

It was noted previously that the Breton et. al. social expectation-system overload model is particularly applicable to the present study since it provides a useful explanatory framework for analyzing the relationships between demographic changes in the size and composition of a 'population' and the reactions of this population to those changes. Besides facilitating the understanding of ongoing social changes, the model is also helpful in determining what the short and long term ramifications of these demographic and social psychological changes may be.

In this section both of Breton's submodels are briefly reviewed with mention being made of only those aspects of both models which appear to be directly related to the topic of international education and foreign student exchange at the University of Alberta. Although both submodels are required for an analysis of foreign student exchange the system overload submodel is given special attention since it is proposed that the organizational condition of the university (its history and current characteristics) is perhaps one of the most significant factors affecting the status of foreign student exchange programs in universities across Canada. In support of this argument a short history of the university is included, tracing its development as an organization in terms of its objectives, clientele, and the changing nature of its relationships with the government and the public sectors. This is followed by a discussion of the relationship between the state of the university and Canadian students' needs and goals and the impact this relationship has on Canadian students' orientations towards different aspects of foreign student exchange.

The Social Expectation Submodel

The first submodel began with the assumption that people have 'desires' or goals which they wish to satisfy or achieve. The present study discovered that in the case of students these goals or social rewards included: gaining entrance to university, acquiring financial assistance when necessary, obtaining student housing, finding part-time and summer employment, being accepted into the 'right' department or faculty, achieving 'good' grades, having access to all the university's educational and recreational facilities, receiving a degree, and obtaining employment and housing following graduation.

The satisfaction of these desires is dependent on a number of existing institutional and societal opportunities and constraints such as; university regulations and facilities (eg. capacity to accept new students), the state of the housing and labour market and federal and provincial economic and educational policies. Traditionally the opportunities and constraints for the satisfaction of these desires have been 'institutionalized', that is, there have been fairly enduring patterns in the structure and distribution of social rewards so that students have generally known what to expect while at university and after graduation.

It was also assumed in the model that when a change in the size of a group occurs this usually results in the modification of the patterns of institutionalized opportunities and constraints and often necessitates alterations in peoples' expectations. Some individuals will regard these changes positively and some negatively. Generally, however, any increase in the competition for social resources will be regarded negatively by individuals.

Another important aspect of the change in size is any ensuing change in the composition of the population under consideration. The differences between the host population and the incoming population may be minor or they may be extensive and accumulate over several areas of behaviour. As Breton et. al. have noted: "differentness is important because it interacts with size to affect the degree of pressure on the existing social patterns" (1974: 13).

The System Overload Submodel

The second submodel dealt with the impact changes in size have on the organizational contexts within which individuals (in this case students) have to operate. It also suggested that the ability of an organization to cope with the pressure put on it is related to the reactions of individuals in that structure.

More generally, Breton et. al. suggest that "organizations exist for specific purposes . . . (and) have certain ways of pursuing their objectives: procedures, rules, and patterned sets of activities which may be established into traditions" (1974:15). Crucial to the maintenance of such an organization is the successful acquisition of the resources it requires.

Typically organizational objectives, patterned activities and resources are tailored to fit a given membership or clientele size. To the extent that this is true, any change in size will pose problems and may lead to alterations in the organizations' activities, and procedures and new resources may have to be found.

However, problems are not only caused by increases in volume but also by changes in the composition of the membership of clientele. Usually the more diverse the population, the more pressures there will be for modifications of procedures and objectives. (Consider for example the special services offered foreign students by the Foreign Students' Office at the University of Alberta.) These pressures for change may lead to internal tension and conflicts among different organizational subgroups and this can impair the organization's functioning.

Foreign Student Exchange at the University of Alberta, A Case in Point

(a) The University as an 'Organization'

An adequate analysis of the foreign student exchange situation at the University of Alberta requires the use of both the submodels presented above. It is assumed, however, that the second submodel is of primary analytical significance since it appears that the exigencies of the organizational setting, rather than any specific demographic changes in the size or composition of the university population are at the heart of the current crisis over international education in Canada and Alberta. Thus we will begin with a review of the major characteristics of the organizational setting of this study -- the university.

When universities were first established in Canada during the late 18th and early 19th centuries there were three major factors which influenced the desire to establish universities as well as the nature of the institutions that were established. These factors were also important in defining the original objectives of the university:

(a) a desire to protect Canadian youth from American influence;

(b) a desire to maintain secular control over the education of Canada's youth;

(c) an assumption that universities could play a role in providing professional training (ie. law, medicine, and theology) for Canada's youth.

Since that time Canada's universities have changed considerably. By the late 19th century Canadian universities had become centers for research and advanced training in liberal and professional fields. It was at this time that the university's service role was more explicitly stressed. Thereafter, it was obliged to serve the surrounding society or community by responding to the changing needs of society for education, training, and cultural enrichment (Smith and Arnold, 1976: 18-20).

However, it was not until the 1960's that this service role expanded to a point where it began to pose serious long-term problems for the university. During this period it was commonly assumed that Canada could reap direct and immediate economic benefits by financially supporting the universities, thereby encouraging the development of a supply of highly trained Canadian manpower. As a result the universities experienced an unprecedented level of expansion with seemingly unlimited financial support and burgeoning student enrolments. Unfortunately, the universities failed to fulfill their destiny and no immediate economic returns materialized in spite of continual governmental and public support at both the moral and financial level (University Affairs, 1975: 24). Since then the university has fallen into a state of disrepute and is now confronted (in the 1970's) with a number of fundamental problems which have yet to be solved.

Firstly, the public sector has withdrawn much of its once generous support and has indicated that it is tired of paying for what appears to be a questionably useful social institution, especially since it does not seem to know where it is going and for what purposes it should be spending the taxpayers' money. Concomitantly the federal government has become increasingly disturbed about rapidly rising university costs and the lack of immediate usefulness of the institution's product-students (Woodcock, 1976a: 2; and Morf, 1976: 7).

By 1976 the federal government had clearly indicated that the 'spending spree' of the 1960's was over. It wished to reduce its expenditures on higher education by $200 million and planned to do this by passing the responsibility for higher education to the provincial governments. This will be achieved under the "Established Programs Financing Scheme" which will become effective April 1, 1977. Ultimately this program will reduce the federal government's role in the administration of higher education while provincial control will increase markedly. Under this new fiscal plan federal grants to the provinces will no longer come earmarked for higher education as they did under the old "Fiscal Arrangements Act". Now the provinces will be given a lump sum for them to distribute to Medicare, Hospital Insurance and Post-secondary Education as they see fit. University officials have expressed their opposition to this new approach since it means that universities will be completely at the mercy of provincial governments and their own political priorities (Sullivan, 1977: 2-3).

By reducing financial support to the universities the government attempted to pressure the universities into recognizing its desire for institutional reform. Unfortunately the universities chose to ignore the warning until very recently. They assumed that the austerity measures were temporary and thus they made necessary cutbacks only in 'non-essential' areas such as; libraries, equipment, and maintenance programs, while avoiding termination of more essential programs which would have aroused more opposition. Now in 1977 the universities have begun to realize that the austerity measures will probably continue until governments are convinced that the universities are initiating significant internal reforms (Woodcock, 1976a: 2).

However, financing is not the only problem the universities face. Statistical projections have indicated that university enrolment will fluctuate in the future. Enrolment will continue to rise until the early 1980's, thereafter it will decline for about 10 years and then it will increase again, peaking around the year 2001. Part of the increase experienced until 1982 is due to the last segment of the baby-boom working its way through the educational system (Woodcock, 1975a: 6). More specifically, Statistics Canada has predicted that undergraduate university enrolment will continue to increase by 2.2 to 3.6 percent for the next three years while graduate enrolment will rise by approximately 2.5 percent (*University Affairs*, 1975: 10).

These fluctuations in enrolment will create additional planning problems for university administrators in terms of teaching loads, staffing, staff security, use of facilities and financing. Financing will require special attention because costs will continue to rise over the next 25 years in spite of projected long-term enrolment reductions because faculty tenure makes it difficult to adjust staff size to student enrolment (Woodcock, 1975a: 6).

All these changes and the need for organizational reform brings the university's future into question since reform requires a level of comprehensive long-range national planning which universities have never successfully achieved except in a very loose way. Typically different provinces, universities, faculties, and even different departments have worked towards their own often different objectives. The ramifications of this disunity are serious. As there are no collective goals by which to assess the performance or necessity of different university activities, it becomes almost impossible to determine which programs should be terminated for efficiency's sake (Morf, 1976: 7). At the same time the possibility for any definite reform is reduced because individual concerns are likely to take precedence over the welfare of the institution as increasingly militant bargaining groups discuss staff salaries, tenure, class loads, career security and the future of separate disciplines. In this atmosphere of confusion and disunity it seems unlikely that any major decisions will be made about the future objectives of the university until it is too late (Woodcock, 1976a: 2-3).

In terms of the system overload submodel, the preceding discussion makes it clear that the university as an organization is in a state of change. Traditionally it has had difficulty matching its activities and resources to the needs of its membership and clientele and it appears that this problem will continue to pose problems in the future due to expected fluctuations in the clientele size and further reductions in financial resources. This then raises the possibility that as the university attempts to adjust itself to changing conditions modifications may have to be made in the organization's structure, activities, and resource acquisition and allocation procedures. Such pressures for change may lead to internal tension and even conflict and this is sure to have some type of effect on the institution's clientele.

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(b) Students and Their 'Social Expectations'

The ramifications of the problems currently encountered by the university have been felt perhaps most keenly by university students. Over the last few years they have been faced with a continual deterioration of their privileges and expectations in a number of areas. Firstly, due to increases in the university's social service role university students have been the focus of a criticism which purports that they represent a reduction in the quality of the university's product. This criticism rests on two assumptions:

(1) that since universities are funded in relation to the number of students they have, inevitably quantity is stressed over quality; and,

(2) as the university has expanded its service role by creating new programs it has accepted students who would fit more appropriately in colleges or trade schools (Morf, 1976: 7).

Secondly, the federal government's efforts to reduce spending have been felt directly by university students. In 1976 the government reduced expenditures to help provide summer employment by two-thirds. Most of this reduction was the result of the cancellation of the 'Opportunities for Youth Program' which in 1975 had a budget of 36.4 million and provided jobs for approximately 30,000 students (University Affairs, 1976: 12). In addition, on a provincial level in 1976, the University of Alberta announced that the government's operating grants for 1977 would be insufficient to cover rising costs. As a result the university's Board of Governors declared that they would have to raise tuition fees by 25 percent (Woodcock, 1976: 6).

Concurrent with the lack of financial support for students has been the difficulty experienced in finding adequate housing, since the housing vacancy rate in Edmonton is presently less than one percent.

Thirdly, and perhaps most importantly, there have been indications that the number of jobs (and the demand for highly trained manpower) may not keep pace with the growing number of university graduates. In addition, those jobs that will be available will probably be unsuitable to the graduating students' level of education. Combined with this is the fact that demand for graduates will vary. For example, for the next ten years there will be shortages of graduates in Engineering and Chemistry but after 10 years the demand for Engineering graduates will fall to a 30 year low. Meanwhile demand for Business and Commerce graduates will continue to fall (University Affairs, 1975: 11). Cumulatively, the lack of financial aid and the difficulty encountered in finding a place to live and a job during the summer and after graduation has all added to the frustration now being experienced by students at the University of Alberta and across Canada.

It is against this social background that the demographic changes caused by foreign student exchange must be seen since the demographic pressures caused by an oversupply of Canadian students, the organizational dilemmas encountered by the university in acquiring financial, material and human resources, the difficulties of successfully processing the clientele, and the attempts to alter the entire structure to fit the changing needs of society; all act to affect, one way or another, the reactions of the individuals in that structure to any further demographic changes. Viewed in this way, the foreign students 'issue' is a fine example of the proverbial 'straw that broke the camel's back' since it is only one additional but unfortunately highly visible pressure on the university's already strained resources, at least from the point of view of some Canadian students.

As was seen above, even without considering the possible competition caused by foreign students for valued social rewards, the Canadian student is already frustrated in his or her efforts to obtain his or her 'desires'. Enrolment has risen, quotas have been placed on Canadian students in traditionally favoured professional faculties, housing is scarce, student financial support has been reduced, and employment opportunities are not very promising. In essence, 'traditional opportunities and constraints' for the 'satisfaction of desires' have begun to change and fluctuate. This means that the old institutionalized patterns of expectations have altered to the point where the achievement of desires becomes an anxiety-laden and unsure experience.

In this context and under these pressures any additional change in the population which is perceived as increasing the competition for social rewards is usually negatively regarded and opposed until it is eradicated. Currently it appears that foreign students have been placed in the position where they are regarded as unnecessary competition. This then also raises the possibility that due to foreign students' high visibility (in terms of physical, linguistic and behavioural differences) they may become scapegoats for the problems currently being encountered by all Canadian students.* The actual type of reaction that Canadian students have had to foreign students can best be evaluated by considering the five major reaction areas of behavioural and attitude mentioned by Breton et. al.

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* It is also possible that the opposition to foreign student exchange and the presence of foreign students is part of, or is an outcome of (to some extent), a growing Canadian nationalism. This nationalism has been expressed most noticeably as a desire for autonomy in the political, economic and social spheres of Canadian affairs (see for example the writings of George Grant, 1965 and Kari Levitt, 1970). On a social level there have been concerted attempts to identify or create a Canadian identity, lifestyle and culture. Concurrently, this desire for more self-determination has also been identified at the university level. Concerned Canadians have expressed a fear of the gradual disappearance of the Canadian university as a uniquely Canadian institution. It has been argued that certain academic fields such as the Humanities and Social Sciences should contain a majority of Canadian academics since these disciplines are closely associated with the existence and maintenance of a Canadian cultural identity (Mathews and Steele, 1969). In addition committees and organizations have been formed to urge universities and academic associations to implement policies which support the hiring of Canadians first, as well as the creation and support of Canadian studies programs (see for example Cottam, 1974). Consideration of the increasing pervasiveness of this Canadian nationalism especially in its more radical forms suggests the possibility that some

Albertan Student Reactions to Foreign Students

Breton et. al. suggested that the demographic and other social changes described above and the resulting reactions could occur in five major areas of attitude and behaviour including:

(a) economic well-being;
(b) political power and self-determination;
(c) cultural identity and status;
(d) somatic identity and status;
(e) moral integrity.

According to Breton et. al., "These are (the) domains within which (individual) desires are articulated and within which institutionalized opportunities and constraints exist for their satisfaction" (1974: 17).

(a) Economic Well-being

It was assumed that people search for at least an adequate 'well-being' and that this desire can usually be satisfied without too much competition between individuals through institutionalized structures and mechanisms which assure a stable economic future for the individual.

At the same time to some extent the Canadian student opposition toward foreign student exchange may also be part of, or an outcome of

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Canadian Albertan students may be opposed to foreign students, foreign student exchange and international education as an expression of their support for a Canadian nationalism which supports a philosophy of Canada for Canadians first.

a growing national concern over immigration from Asian and Third World countries. Certain Canadian politicians, the media, and various sectors of the Canadian public have argued that the immigration flow from these countries will adversely affect the 'Canadian character' while also increasing such social problems as inflation, unemployment, housing shortages, and urban congestion. By way of support for these arguments some individuals have noted that the level of racial and ethnic animosities, especially for visible immigrants, has increased in Canada's larger metropolitan areas such as Montreal, Vancouver, Toronto, and Calgary. Again it is possible that these developments may have had some negative effect on Canadian students.

Thus during periods of economic expansion there is relatively little competition on an individual level since resources are plentiful and aspirations are usually realized. Generally immigration is actively supported as a way of maintaining economic growth, and newcomers are quickly accepted into the social fabric. In contrast, when conditions are not so favourable and resources are scarce competition increases and it becomes increasingly more difficult for individuals to fulfill their expectations. Eventually the population becomes very protective and takes measures to halt the influx of newcomers initiated in better times. Usually this restrictionism is motivated by the belief that the well-being and occupational stability of the host population is endangered by the newcomers and that an upper limit exists to the society's (or institution's) ability to expand its organizational facilities to meet the needs of more people.

Clearly this theoretical scenario is applicable to the current situation at the University of Alberta. Presently there is an oversupply of university graduates, especially in the Arts and Sciences faculties and concurrently, there is an oversupply of applicants for admission into specific faculties such as Medicine and Law (University Affairs, 1975: 11). Canadian student recognition of this oversupply at both ends of the university system (ie. upon entering and when graduating will result in an even more excessive and undesirable competition. The findings of the present study indicated that the sample of Albertan students have reacted to foreign students in this way. Fully 72 percent of the Albertan students thought that there were presently enough foreign students at the University of Alberta, or that no more foreign students should be permitted to come to Canada. Concurrently 82 percent of the students wished to decrease the extra competition they felt was being caused by foreign students by implementing some kind of quota scheme in order to keep the percentage of foreign students below a ten percent level. In addition 53 percent of the students were in favour of the differential tuition fee proposal which they may have viewed as another way to reduce competition between themselves and foreign students. Similarly the rationales for quotas lend support to this view since they characteristically stated that foreign students were causing unfair competition for educational places, academic grades, financial support, housing, and employment opportunities, especially in the professional faculties. In addition, Albertan students made it clear that if they were going to have to compete with foreign students they wished to do it on their terms with no preferential treatment being given to foreign students.

(b) Political Power and Self-determination

It was assumed by Breton et. al. that people desire power and influence in order to satisfy their desires. The amount of power an individual has often depends on the group to which he or she belongs since the distribution of power among groups is partly a function of their relative sizes. Size is an important factor since it becomes crucial when groups try to express their desires through opinion polls, demonstrations or strikes.

Generally the larger and stronger a minority group has become and the more it has tried to achieve equal representation and access to an institution's facilities and resources, the more negative has been the majority group response. Typically, majority groups see any minority group attempts to increase their own power as 'too far, too fast'. Involved here is also a fear of becoming a minority and thus any gain on the part of the minority is seen as a loss of majority group power and/or access to institutional resources (Breton et. al., 1974: 20).

An effort was made in this study to see if this 'fear of invasion' proposition held true. As was noted previously, the percentage of foreign students in various departments and faculties has varied. Thus it was assumed that Albertan students in departments with high proportions of foreign students would be more likely to hold attitudes rejecting foreign student exchange than students in departments with small proportions of foreign students. The findings, however, did not confirm this hypothesis. It seems that a number of intervening factors were operating:

(1) either the fear of invasion had reached such a pervasive level that it was being felt all over campus regardless of the number of foreign students actually encountered in individual departments; or,

(2) Albertan students were labelling all students who appeared to be visibly different (in terms of physical, linguistic and behavioural differences) as being foreign students. This means that landed immigrants (who have the same rights as Canadians) were being placed in the same category as visa students.

The results suggest that this was actually happening to varying degrees in different departments. As can be seen in Table 27, in many undergraduate and graduate departments Canadian students were over-estimating the proportion of foreign students present. For example, 44 percent of the undergraduate Business and Commerce students felt that foreign students comprised over ten percent of the student population in their department when actually foreign students accounted for eight percent of that student group. However, it should also be noted that in some departments this over-estimation was not occurring even when a sizeable proportion of landed immigrant students was present. For instance, in the graduate Education department landed immigrants comprise 13 percent of the student population, yet 60 percent of the graduate Education students stated that student visa students accounted for four percent or less of the student population in their department, when the actual proportion is six percent. This finding may be explained, however, by the fact that possibly in this

Table 27

Actual and Perceived Percentages of Foreign Students (Student Visa Students Only) in Selected Departments, 1976-1977

Undergraduates

Perceived Percentage of Foreign Students	Arts %	Science %	Bus. Admin. & Commerce %	Education %	Engineer. %
0-4	52	29	24	51	21
5-9	18	25	32	29	13
10-14	16	21	22	16	16
15-19	9	11	14	4	14
20-24	3	3	3	0	27
25 + over	2	11	5	0	9
	100	100	100	100	100
Actual Percentage of Foreign Students	3	9	8	1	5

Graduates

Perceived Percentage of Foreign Students	Science %	Bus. Admin. & Commerce %	Education %	Engineering %
0-4	10	55	60	9
5-9	10	18	20	18
10-14	0	18	0	5
15-19	15	0	7	18
20-24	20	9	7	0
25 + over	45	0	6	50
	100	100	100	100
Actual Percentage of Foreign Students	21	2	6	23

Source: Tables 5 and 7

department the majority of landed immigrant students may have been from countries such as the United States or Britain, thereby reducing the likelihood of any confusion between landed immigrant and student visa students. This would explain the accuracy of the education students' estimations as to the proportion of foreign students in their department.

The other three reaction areas, cultural identity and status, somatic identity and status, and moral integrity are very similar to each other and for this reason were grouped to avoid repetition.

(c) cultural identity and status

It was assumed that the identity and status of members of an institution are based partially on their conformity to the language, lifestyle, and values of the institution, community or society. Those who differ in terms of their values or norms of behaviour are often defined as outsiders and sometimes as inferior.

(d) somatic identity and status

It was assumed that societies have standards and ideals with regards to what is considered physically normal in terms of size, shape, height, etc. "Of particular interest in the present context is colour and other physical characteristics used in a group or society to define racial identity" (Breton et. al., 1974: 25). Individuals try as much as possible to approach the standards of the group to which they belong in order to attain a positive somatic self-image. When a change occurs in the relative size of different groups of people who consider themselves racially different the possibilities of maintaining a positively valued identity are altered.

(e) moral integrity

It was assumed that with an influx of newcomers or migrants two types of moral problems result for the host society:

(1) newcomers may extend their own standards of morality to the host society. This does not appear to have happened at the University of Alberta but some Canadian students may nevertheless feel that this is occurring whether it is or not.

(2) newcomers may bring with them different standards of morality and moral behaviour which have to be adjusted to, or eradicated through acculturation.

Although Canadian reactions in these three reaction areas have not reached serious proportions there are, however, some indications of protective reactions favouring the maintenance of Canadian cultural values, norms, and lifestyles. At least some of the Albertan students mentioned that foreign students were not accepted because they were too clannish and refused to mingle or participate in campus life. In addition, some of the students thought that foreign students were snobbish, arrogant and too pushy. Other more general racial and cultural differences were also mentioned (see Table 15). Another indication of this protectionism is revealed in the nationalities of foreign students for which quotas were recommended by Albertan students. The nationalities included students from Hong Kong, India, Africa, and Southeast Asia; all students who vary most strikingly from Canadian students in terms of colour, language, lifestyle, and dress. In addition it is interesting to note that Albertan students stated that foreign students from these countries were responsible for most of the special problems caused by foreign students at the University of Alberta.

In summary, it has been suggested that Canadian university students in Alberta have generally been frustrated in their efforts to achieve many of their most valued desires such as: entrance to some faculties, acquisition of financial aid, housing and temporary and permanent employment. It was then suggested that due to the great competition for these social rewards, Canadian students have been especially opposed to any newcomers to the university who have been perceived as unnecessarily increasing this level of competition. This reaction was then seen as causing Canadian students to label foreign students as being something close to superfluous with the result that Canadian students have tended to support measures to curb the flow of foreign students to the University of Alberta. In addition unless conditions change drastically it seems that current adverse conditions in the university setting will act to reinforce present levels of Canadian opposition to foreign student exchange.

Thus short of government or official university action to remedy the difficulties now being encountered by Canadian students in their efforts to obtain a degree, it appears that the future of foreign student exchange looks particularly bleak. Without doubt further efforts to reduce or even disrupt such programs at Canadian universities can be expected in the future. The question then arises as to whether or not something can be done in the meantime to stem the growing opposition to foreign student exchange at the institutional level. This possibility is considered in some detail below.

Changing Albertan Students' Reactions

Previously in the literature review it was noted that personal association between the members of different groups can lead to favourable changes in the attitudes of each group towards the other group if:

(1) members of the different groups find themselves together in situations which offer the opportunity for individuals to get to know each other.

(2) the members of the different groups have equal status.

(3) the members of the different groups have common interests and are similar in characteristics.

(4) social norms are favourable to association between the two (or more) groups.

Consideration of the propositions reviewed above and the findings of this study would lead one to believe that current conditions at the University of Alberta, if not altered, will lead to increasing animosity between Canadian and foreign students and further opposition to foreign student exchange by Canadian students.

Firstly, the university environment is not conducive to the type of interaction required to produce friendly relations between Canadian and foreign students. As Selby and Woods (1966) noted the university environment actually acts to reduce the possibility for the formation of supportive interpersonal relations between foreign and Canadian students. Students are concerned primarily with their individual achievement in an atmosphere of 'rush and frantic activity'. Extra-curricular activities and interpersonal relationships are downplayed and kept to a minimum as students struggle competitively for goals granted to a few. This is especially true for visa students since they are here for the sole purpose of acquiring an education and their continued presence in Canada is dependent on their performance, and this limits the amount of time they have to interact with Canadian students.

Other factors present on the University of Alberta campus which are supportive of cross-cultural tensions and hostilities between the two groups of students include:

(1) Canadian students are not generally very internationally oriented;

(2) there are no strong social norms on the University of Alberta campus encouraging cross-cultural relationships;

(3) Canadian students consider themselves to be in competition among themselves for academic goals and some Canadian students regard foreign students as extra competition for these goals;

(4) there has been very little meaningful personal contact between Canadian and foreign students in general; and,

(5) there are marked differences (racial, cultural, behavioural, etc.) between some Canadian and foreign students which accentuate the differences between the two groups, thereby further de-emphasizing any of their similarities.

If the university would prefer to reduce opposition to foreign students and foreign student exchange while also increasing Canadian interest in, and support for international education, thereby strengthening the university's traditional involvement with the international aspects of education, it would appear that some action should be taken to remedy or alleviate some of the conditions referred to above. This probably could be achieved more easily by what Breton et. al. have called a 'moderating agency'; that is, an agency which attempts to moderate the impact of a change in size (and/or composition) by reducing the prevalence of differences between the incoming and host populations (Breton et. al., 1974: 32). Perhaps the most likely candidate for the role of moderating agency at present at the University of Alberta (and at most other Canadian universities) would be the Foreign Students' Office which could most easily assume the role of moderating agency and act on the recommendations which follow.

In terms of the foreign student exchange situation, the first and most significant step that could be taken by a moderating agency would be to support all efforts to set up closer channels of communication between the federal and provincial governments and individual educational institutions on the topic of international education. This would then facilitate the task of outlining currently non-existent national, provincial and institutional international educational policies specifying exactly what is to be included in international education programs and concomitantly what is to be expected in terms of results from these programs.

At an institutional level and in terms of moderating the impact of a change in the size or composition of a university population, due to the presence of foreign students, a moderating agency could mount a concerted information distribution campaign designed to dispel Canadian misconceptions about foreign student exchange. More specifically, this campaign could involve the distribution of pamphlets and posters, the presentation of public speeches, and radio and television programs and commercials which would deal with: the major objectives of foreign student exchange, the problems encountered by foreign students in Canada, the rights of foreign students during their stay in Canada, and, the benefits which the University of Alberta and Canadian students can reap from the presence of foreign students (as well as through interaction with them).

Concurrently the moderating agency could act as a type of 'watchdog' ensuring that no one department is inundated with foreign students since this typically arouses unfavourable responses from Canadian students and the public (Breton et. al., 1974). In addition the agency would be able to monitor the flow of foreign students to the university ensuring a representative distribution of foreign students by nationality thus alleviating situations where Canadian students come into contact with only one nationality of foreign students (as has been the case with Hong Kong students at the University of Alberta). This type of contact with many nationalities of foreign students would be more in line with the objectives of providing Canadian students with a truly international perspective.

Finally the moderating agency could also strive to increase the level of personal contact between Canadian and foreign students by sponsoring parties, sports events, get-togethers, discussion sessions, film presentations, and arts and crafts displays from various countries. However, before any significant degree of personal contact between Canadian and foreign students could occur the moderating agency would have to ensure that the two groups of students were meeting on an equal status basis thereby eliminating any obstacles to interaction caused by feelings of superiority or inferiority. Toward this end the agency should attempt to initiate those actions which would eventually give foreign students the same rights and privileges as Canadian students on campus. Presently foreign students have little or no decision-making powers on campus since they are not permitted to vote and have no representation on the Students' Union or the Graduate Students' Association.

Many of the activities mentioned above could be organized and undertaken more easily if the university provided the moderating agency with some location from which to launch its programs. This could take the form of an international 'drop-in center' which would provide both financial and material resources (ie. space, equipment, etc.) to interested individuals or groups. Such a center could also become a 'focal point for social and cultural interaction' between Canadian and foreign students. As an aside, a study done in 1975 at the University of Alberta discovered that 60 percent of the Canadian students, 84 percent of the C.I.D.A. students, and 68 percent of all other foreign students would be in favour of the establishment of such a center (Otto, 1975). Of course support for such a center does not guarantee that either Canadian or foreign students will use the center. Hopefully, however, the moderating agency would be able to encourage both groups of students to use this facility.

In summary, the presence of a moderating agency would have a number of consequences. First it would educate Canadian students (and perhaps the Canadian public) informing them about the foreign student, his characteristics, objectives, and problems, as well as the nature of his country of origin. The latter is especially important since this could reduce the problems related to perceived and actual national status which were mentioned in the literature review. Perhaps informed Canadians would be less likely to make value judgements about other countries (thereby inadvertently insulting some foreign students) if they were more aware of the existence of different cultures and lifestyles other than their own. Secondly, acceptance of the foreign student on an equal level with similar rights and privileges would probably reduce the tendency for Canadians (university officials included) to treat most foreign students as a problem or marginal category of students requiring special treatment and some degree of separation. This would probably facilitate the integration of foreign students into the Canadian university environment and would increase the possibilities for friendly, personal, unstructured interaction between Canadian and foreign students and in turn this would most likely affect Canadian students' attitudes towards foreign student exchange in a favourable way.

Chapter VI

Summary and Conclusions

This study attempted to identify which factors are related to Canadian student attitudes towards international education, foreign student exchange and foreign students. More specifically, the study focused on the development, characteristics, and dynamics of cross-cultural relationships between Canadian and foreign students, and the impact these relationships have on Canadian students' attitudes towards foreign students in particular and international education in general. To this end, 289 Canadian undergraduate and graduate students at the University of Alberta were contacted and asked to complete a questionnaire which attempted to measure certain aspects of their perceptions of international education.

Summary of Findings

The analysis of the data was divided into a number of sections, the first of which focused on Albertan students' level of interest in international activities. The initial results indicated that Albertan students were generally not very internationally oriented. Few students expected to be involved in internationally oriented activities such as studying abroad, working overseas with a voluntary service agency, or pursuing a career outside Canada following graduation. In terms of the first set of hypotheses only age and degree of perceived threat were found to be statistically significantly related to students' expectations for involvement with international activities.

The second set of hypotheses attempted to determine whether selected demographic and social psychological characteristics of Canadian students were related to their views on foreign student exchange. The data revealed that Canadian students' perceptions of foreign student exchange were:

(1) significantly related to the students' age and academic classification (hypotheses 1 and 2);

(2) significantly but not positively related (as had been expected) to the students' political orientation (hypothesis 7);

(3) significantly and positively related to the students' level of internationalism (hypothesis 8);

(4) significantly and negatively related to the students' level of perceived threat (hypothesis 9).

The other variables, students' sex and marital status (hypothesis 3), religious background (hypothesis 4), rural-urban background (hypothesis 5), and socio-economic background (hypothesis 6) were not significantly associated with the students' attitudes towards international education. Thus older students, graduate students, students who were politically conservative and internationally oriented and students who did not feel threatened by foreign students held most favourable attitudes towards foreign student exchange.

An effort was also made to assess what impact international educational experiences have had on Canadian students. It was initially assumed that such experiences would ultimately act to 'internationalize' the Canadian students. The first type of international experience to be examined was the degree of Canadian student interaction with foreign students. It was discovered that Canadian students have had relatively little meaningful personal interaction with foreign students. Most of the cross-cultural contacts had occurred in the impersonal structured classroom context.

A third set of hypotheses had been advanced specifying relationships between selected variables and the type of relationship between Canadian and foreign students. As hypothesized there was a significant relationship between the type and closeness of cross-cultural interaction and Canadian students' age (hypothesis 1), academic classification (hypothesis 2) and level of internationalism (hypothesis 8). Contrary to what was hypothesized, the type of interaction with foreign students was not associated with Canadian students' sex and marital status (hypothesis 3), religious background (hypothesis 4), rural-urban background (hypothesis 5), socio-economic background (hypothesis 6), political orientation (hypothesis 7), or level of perceived threat (hypothesis 9). The hypotheses which predicted an association between closeness of the relationships and Canadian students' political orientation, and level of perceived threat were supported. In addition the hypothesis (28) which predicted an association between the level of interaction between Canadian and foreign students and the Canadian students' level of social participation was not supported. It was suggested that this finding may be due to the lack of campus values which are supportive of international involvement or participation in cross-cultural relationships and that this would act to nullify the effect of social participation since socially integrated and socially isolated students would not be subjected to different sets of social norms.

The fourth set of hypotheses attempted to further identify which factors were related to Canadian-foreign student interaction. These hypotheses focused on the effect of proximity to foreign students and the significance of basic personality characteristics. The three hypotheses (29, 30 and 31) which measured the association between level of Canadian-foreign student interaction and proximity to foreign students were supported. In addition the following variables were found to be significantly related to Canadian-foreign students' level of interaction: sex and marital status (hypothesis 32), academic classification (hypothesis 33), age (hypothesis 34), and rural-urban background (hypothesis 35). Two of the three hypotheses which predicted an association between level of Canadian-foreign student interaction and expectations for involvement with international activities -- hypotheses 43a and 43c -- expectations for studying and pursuing a career outside Canada, were supported. There was no significant association between expectations for working with an international service agency and Canadian-foreign student interaction. Similarly no statistically significant relationship was found between Canadian students' level of internationalism and their level of interaction with foreign students.

Nevertheless, it was tentatively concluded that these findings indicate that those students who were initially internationally oriented were somewhat more likely to interact with foreign students. In addition interaction with foreign students appeared to have had some impact on Canadian students' level of internationalism. For example the level of Canadian-foreign student interaction was significantly and favourably related to Canadian students' views on: foreign student exchange (hypothesis 39), the implementation of quotas for foreign students (hypothesis 40), the Alberta government's handling of foreign student exchange (hypothesis 42), and Canadian students' expectations for international involvement (hypotheses 43a and 43b) in terms of schooling and career aspirations outside Canada. Finally, and rather unexpectedly, there was no significant association between level of interaction with foreign students and Canadian students' views on the treatment of foreign students, or expectations for working with an organization such as C.U.S.O.

Conclusions

Previously it was noted that the Canadian government and Canadian universities originally supported international education because it was assumed: (a) that international education would lead to cultural enrichment on the university campus (thereby increasing Canadian student 'world outlook' and 'cultural understanding'); and (b) that such friendly cross-cultural interaction on the university campus could improve and strengthen Canada's relations with other countries.

The findings of the present study indicated that this process of internationalization and its favourable consequences have not been completely fulfilled. Canadian students at the University of Alberta were generally not very internationally minded or involved and their relationships with foreign students were typically impersonal and contrived. In addition a substantial number of Albertan students appeared to disfavour any growth in the foreign student exchange programs at the University of Alberta and wished to limit the numbers of foreign students coming to the university by introducing enrolment quotas. Cumulatively these findings have a number of important ramifications worth mentioning.

First and most noticeably, the results indicate that the social climate surrounding international education has changed significantly over the last two decades in Canada and Alberta. The unanimous support for such educational programs which was evident during the 1950's and 1960's was not perceived by this study. In contrast, a significant level of opposition towards international education and foreign student exchange was expressed by the respondents. At first glance it might be assumed that these findings provide support for the recent action taken by the Department of Advanced Education and Manpower to control foreign student exchange, as well as Minister Hohol's assertion that the differential fee proposal was based on the 'intuitive and stated feelings of Albertans'. However, this type of conclusion requires careful consideration since at least in the case of Albertan students the desire to restrict foreign student exchange was based on a general lack of knowledge and a number of misconceptions. For example, quite a few Albertan students even had difficulty identifying exactly who foreign students were and why they were here. This then raises the possibility that the Albertan public in general may be in no better position to influence educational policy formulation than Albertan students since their level of knowledge of international education (regardless of their actual level of concern, which has still to be documented) may be just as biased or inaccurate. Further research will have to be done to determine to what extent this is true.

The proposal for differential tuition fees also bears further consideration since its consequences have not been adequately clarified. As was noted before, the attempt to make all foreign students pay for an educational system which they are using, but have not helped to build, may ultimately mean that only the more prosperous foreign students will be able to afford an education in Alberta. Perhaps a more reasonable solution in terms of the tuition fee goal would have been to introduce a scaled tuition fee designed to match the students' financial resources, thereby giving more credit to students from undeveloped countries and less credit to students from developed countries such as the United States. Another argument in favour of a scaled fee system concerns the original desire to have international education programs which have an 'internationalizing' impact on the university environment. Clearly, if only students from certain countries could afford to be educated in Alberta, and if little or no action was taken to monitor the flow of foreign students to Alberta by nation of origin, this international impact would be lessened.

Secondly, the data identifying a Canadian student opposition to, and lack of interest in aspects of international education have other more serious ramifications in terms of the objectives of international education and the foreign student sojourn in Canada. The lack of Albertan student support for international education may indicate that one of the major premises of such programs is not being fulfilled; that is, there may not be any significant degree of cross-cultural interaction or increase in cross-cultural understanding and appreciation (see also Groberman, 1977: 14). Concomitantly, it is also possible that this situation and a more hard-lined Canadian opposition to international education and foreign student exchange could have a negative and debilitating effect on foreign students. This could mean, for instance, that foreign students are not able to form the crucial 'supportive relationships' with Canadians which are so important in overcoming material and emotional problems. In addition, foreign students could be confronted with Canadian ignorance about foreign students and their home countries as well as naive stereotypes, and discrepancies between their felt and accorded individual and national status. This would act to reduce foreign student self-esteem and increase friction, insecurity, hostility, and could ultimately hamper adjustment to Canadian society. In turn this could result in foreign students acquiring a basically negative outlook on their stay in Canada and this would probably do little to foster friendly relations between Canada and the foreign students' home countries. The findings of the present study suggest that this may be occurring but further research would be necessary to determine its extent and characteristics.

The situation described above, in which the education of foreign students, and cross-cultural contact becomes secondary, and in which cross-cultural competition and hostility is permitted to increase is somewhat at odds with the traditional view of the university as a 'pivotal institution' affecting in many ways the surrounding socio-cultural environment (Deutsch, 1970: 162).

Unfortunately it will be difficult to alter this situation since current conditions in most universities, and more particularly at the University of Alberta, hamper any such attempts. Even after sixteen years Homer Higbee's observation is still valid: "it is apparent that not many institutions have systematically considered their role in international education" (Deutsch, 1970: 165). Currently in Canada, "there is no policy at either the Federal, Provincial, or institutional level that defines objectives, expectations and commitment to International Education" (Groberman, 1977: 8). Additionally, there is only a limited amount of coordination, cooperation and communication between the various agencies dealing with international education. Concurrently at an institutional level many university administrators and academics regard international education as a secondary or luxury item and this is reflected in its low rank among the list of university priorities and by the meager operating funds usually allocated to it (Deutsch, 1970: 166). Thus before anything can be done about the actual cross-cultural contact situation ". . . a realistic assessment (must be made) of educational goals in the international area and an evaluation of achievements with needed adjustments in goals and programs for obtaining specified objectives" (Deutsch, 1970: 191). The area of program development will also require further research. Studies should focus on: (a) how international education policy is created, (b) how university administrators and staff are involved in this process, and (c) how such policies are administered. Such studies could also examine university faculty and staff attitudes towards international education and how this is related to their relationships with foreign students.

Even after some objectives and policies have been defined in the area of international education a further problem will confront those attempting to increase the beneficial consequences of international education and foreign student exchange programs. This has to do with the controversy over what action should be taken to improve situations such as those at the University of Alberta, in which there is little meaningful contact between Canadian and foreign students. On one hand, some studies have shown that organized campus and community activities and groups do little in bringing the two groups of students together. They claim that what interaction there is, is usually cooperative, informal and noncontrived (Walton, 1967: 41-49). On the other hand, other studies suggested that social interaction is channeled by the environing socio-cultural system (ie. the university) (Williams, 1957: 445-446) and this would suggest that something can be done by university administrators to improve the cross-cultural relationships on the University of Alberta campus. If this is so, perhaps one of the first things that could be done would be to place a greater emphasis on the "mutually" (Walton, 1967: 49) or "reciprocity" (Deutsch, 1970: 164) of international education, thereby convincing Canadian students that foreign students are not just "takers" but also "givers" contributing to the university environment and educational process through cross-cultural communication and the sharing of ideas, lifestyles, and cultures (Groberman, 1977: 140). Concurrently some attempt would also have to be made to reduce the level of anonymity which plagues most universities and which prevents Canadian students from interacting with other Canadians, let alone with foreign students. Further research will have to be done in this area to determine what type of changes could be made to successfully promote student interaction in the University environment.

In summary, the conclusions of this study point to the need to clarify the status of international education nationally, provincially, and institutionally, by outlining a set of policy objectives and by creating an administrative structure capable of carrying out these goals with a greater degree of coordination and cooperation than has been experienced to date. Once this has been achieved evaluation research will be required to determine whether objectives are actually being met. If these objectives are not being met, such studies could provide information as to the type of policy or administrative changes required to produce the desired results thereby ensuring the future success of international education.

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Appendix A

SURVEY OF CANADIAN STUDENT ATTITUDES TOWARDS INTERNATIONAL EDUCATION AND FOREIGN STUDENT EXCHANGE

The attached questionnaire is part of a survey which attempts to determine Canadian student attitudes towards international education and foreign student exchange at the University of Alberta. Since the success of this survey depends entirely on the co-operation given by the respondents, it is hoped that you will answer all the questions fully and honestly.

The findings of this study will be used only for the purposes of research and the identity of respondents will not be disclosed in any way.

Thank you in advance for your co-operation.

PART ONE: Background Data

The following questions will deal with aspects of your background. Please check the appropriate answer.

(1) Sex: ___ 1. Male
___ 2. Female

(2) Age: ___ 1. 23 or under
___ 2. 24 to 29
___ 3. 30 or over

(3) Marital Status:
___ 1. Single
___ 2. Married

(4) Citizenship:
___ 1. Canadian
___ 2. Other

(5) Have you ever travelled or lived outside of Canada?
___ 1. No
___ 2. Yes, for less than one month
___ 3. Yes, for more than one month but less than one year
___ 4. Yes, for more than one year

(6) What is your religious involvement at present?

- ___ 1. No religious involvement
- ___ 2. Actively involved Catholic
- ___ 3. Not actively involved Catholic
- ___ 4. Actively involved Protestant (Baptist, United, etc.)
- ___ 5. Not actively involved Protestant
- ___ 6. Actively involved Fundamentalist (Mormon, Jehovah's Witness, etc.
- ___ 7. Not actively involved Fundamentalist
- ___ 8. Jewish, actively involved
- ___ 9. Jewish, not actively involved
- ___ 10. Other, specify level of involvement ______________________ ______________________

(7) Please indicate your university level:

- ___ 1. First year
- ___ 2. Second year
- ___ 3. Third year
- ___ 4. Fourth year
- ___ 5. Master's program
- ___ 6. Ph.D.

(8) Which academic faculty are you registered in?

- ___ 1. Undergraduate Arts
- ___ 2. Undergraduate Science
- ___ 3. Undergraduate Commerce
- ___ 4. Undergraduate Education
- ___ 5. Undergraduate Engineering
- ___ 6. Graduate Arts
- ___ 7. Graduate Science
- ___ 8. Graduate Commerce
- ___ 9. Graduate Education
- ___ 10. Graduate Engineering
- ___ 11. Other specify ______________________

(9) In what kind of area have you lived for most of your life?

___ 1. Rural area of less than 1,000 population
___ 2. Urban area of 1,000 to 9,999 population
___ 3. Urban area of 10,000 to 49,000 population
___ 4. Urban area of 50,000 to 99,999 population
___ 5. Urban area of 100,000 and over

(10) What type of occupation does your father have?

___ 1. Managerial
___ 2. Professional or technical
___ 3. Clerical or sales
___ 4. Service or recreation
___ 5. Transport or communication
___ 6. Agricultural
___ 7. Primary-industrial (miner, logger, etc.)
___ 8. Manufacturing or crafts
___ 9. Labourer
___ 10. Other specify ______________________

(11) How many extra-curricular activities do you participate in (e.g. swimming, jogging, football, etc.)?

___ 1. None
___ 2. One or two
___ 3. Three or more

(12) How many 'on-campus' professional and/or social organizations or clubs do you belong to?

___ 1. None
___ 2. One or two
___ 3. Three or more

(13) How often do you participate in activities sponsored by these clubs or organizations?

___ 1. Regularly
___ 2. Once in a while
___ 3. Infrequently
___ 4. Never
___ 5. Not applicable

(14) How often do you participate in 'social get-togethers" (e.g. dances, dates, parties, etc.)?

___ 1. Never
___ 2. Less than once/month
___ 3. Once a month
___ 4. Twice a month
___ 5. Once a week
___ 6. Twice a week
___ 7. More often than twice a week

(15) Do you plan to study outside Canada in the future?

___ 1. Yes
___ 2. No
___ 3. Don't know

(16) Do you plan to work with any voluntary international service agencies such as CUSO following graduation?

___ 1. Yes
___ 2. No
___ 3. Don't know

(17) Do you expect to pursue a career outside Canada in the future?

___ 1. Yes
___ 2. No
___ 3. Don't know

(18) Have you studied any foreign languages at university?

___ 1. Yes
___ 2. No

(19) Have you taken any courses in international relations, world affairs, cross-cultural relations or non-Western studies?

___ 1. Yes

___ 2. No

(20) If you know anything about the international education program at the University of Alberta, where did you acquire most of this information? (You may check more than one answer)

___ 1. From friends

___ 2. From university newspapers

___ 3. From university radio programs

___ 4. From city newspapers

___ 5. From city radio programs

___ 6. From television programs

___ 7. Other specify ______________________________

____

___ 8. Not applicable

(21) How do you feel about foreign students coming to Canada? (You may check more than one answer.)

___ 1. I don't approve of foreign students coming to canada.

___ 2. I think there are presently enough foreign students in Canada.

___ 3. I think more foreign students should be permitted to come to Canada.

___ 4. Other, please specify ____________________

(22) In general, during the present term, about how many foreign students at the University of Alberta do you, personally, come in contact with?

___ 1. None

___ 2. One or two

___ 3. Three or more

(23) How often do you come into contact with foreign students?

___ 1. Often
___ 2. Once in a while
___ 3. Seldom
___ 4. Never

(24) What type of relations do you have with foreign students? (You may check more than one answer.)

___ 1. Have no contact with foreign students
___ 2. Classmates
___ 3. Just persons to speak to
___ 4. Good friends

(25) How would you feel if you lost contact with the foreign students you know?

___ 1, Have no contact with foreign students
___ 2. Wouldn't care
___ 3. Not badly at all
___ 4. Fairly badly
___ 5. Very badly

(26) Which countries or geographical areas do you think the majority of foreign students at the University of Alberta come from? (You may check more than one answer.)

___ 1. Hong Kong
___ 2. United States
___ 3. British Isles
___ 4. Western Europe
___ 5. South Pacific
___ 6. Eastern Europe
___ 7. Africa
___ 8. India or Pakistan
___ 9. Southeast Asia
___ 10. Other Asian country
___ 11. West Indies
___ 12. Central and South America
___ 13. Middle East
___ 14. Other specify
____

What would you say the percentage of foreign students is:

(27) In your department?

___ 1. 0% to 4%
___ 2. 5% to 9%
___ 3. 10% to 14%
___ 4. 15% to 19%
___ 5. 20% to 24%
___ 6. 25% and over

(28) At the University of Alberta

___ 1. 0% to 4%
___ 2. 5% to 9%
___ 3. 10% to 14%
___ 4. 15% to 19%
___ 5. 20% to 24%
___ 6. 25% and over

Do you think the proportion of foreign students has increased over the last five years or so:

(29) In your department?

___ 1. Yes
___ 2. No
___ 3. Don't know
___ 4. Not Applicable

(30) At the University of Alberta?

___ 1. Yes
___ 2. No
___ 3. Don't know
___ 4. Not Applicable

(31) Are there any foreign students in the building where you live?

___ 1. Yes, I think so
___ 2. No, I don't think so
___ 3. Don't know
___ 4. Not Applicable

(32) Are there any foreign students in the organizations or clubs that you belong to?

___ 1. Yes, I think so
___ 2. No, I don't think so
___ 3. Don't know
___ 4. Not Applicable

(33) Are there any foreign students in any of your classes?

___ 1. Yes, I think so
___ 2. No, I don't think so
___ 3. Don't know
___ 4. Not Applicable

PART TWO: Perceptions of International Education and Related Issues

The statements included in this section will be concerned with your knowledge of international education. Please indicate whether you agree or disagree with the statements below by placing a check along the response line which follows each statement.

1 - Strongly Agree
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly Disagree
6 - Not Applicable

		1	2	3	4	5	6
(34)	Canada should show more concern for social and economic conditions in other countries.	___	___	___	___	___	___
(35)	Canada is much too involved with international affairs.	___	___	___	___	___	___
(36)	Canada's foreign aid program should include only nations which are aligned with the West, excluding communist and so-called neutral nations.	___	___	___	___	___	___

Due to recent adverse socio-economic conditions in Canada, it has become more difficult to:

		1	2	3	4	5	6
(37)	Gain entrance to Alberta's universities.	___	___	___	___	___	___
(38)	Obtain student loans, grants and awards.	___	___	___	___	___	___
(39)	Find student housing.	___	___	___	___	___	___
(40)	Find a job.	___	___	___	___	___	___
(41)	Quotas should be placed only on foreign students from developing countries.	___	___	___	___	___	___

1 - Strongly Agree
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly Disagree
6 - Not Applicable

	1	2	3	4	5	6
(42) Admitting foreign students to Alberta's universities ultimately means that native Canadians who desire a university degree are being turned down.	___	___	___	___	___	___
(43) Raising foreign student tuition fees will ensure that more Albertans will have access to Alberta's universities.	___	___	___	___	___	___

Foreign and Canadian students are competing for:

(44) Entrance to Alberta's universities.	___	___	___	___	___	___
(45) Student loans, grants and awards.	___	___	___	___	___	___
(46) Student housing.	___	___	___	___	___	___
(47) Jobs after graduation.	___	___	___	___	___	___
(48) Foreign students are adequately accepting responsibility for financing their own education.	___	___	___	___	___	___
(49) Foreign students should help to finance their education by working part-time off-campus.	___	___	___	___	___	___
(50) The Alberta government's proposal for a foreign student tuition fee increase is justifiable.	___	___	___	___	___	___

1 - Strongly Agree	3 - Neutral	5 - Strongly Disagree
2 - Agree	4 - Disagree	6 - Not Applicable

	1	2	3	4	5	6
(51) The foreign student tuition fee increase is part of a larger plan by the provincial government to increase all student tuition fees in the future.	___	___	___	___	___	___
(52) Upon completion of their studies, foreign students should be required to return home immediately.	___	___	___	___	___	___

Foreign students should be given special consideration while studying in Canada, in terms of:

(53) Language ability	___	___	___	___	___	___
(54) Standards of academic performance.	___	___	___	___	___	___
(55) Admission standards and requirements.	___	___	___	___	___	___

PART THREE: Perceptions of International Affairs

This section deals with your perceptions of current Canadian and international affairs. Please indicate whether you agree or disagree with the following statements by placing a check along the response line which follows each statement.

1 - Strongly Agree	3 - Neutral	5 - Strongly Disagree
2 - Agree	4 - Disagree	6 - Not Applicable

	1	2	3	4	5	6
(56) The only hope for continuation of our democratic, free society is to repeal government intervention in free enterprise.	___	___	___	___	___	___

1 - Strongly Agree
2 - Agree
3 - Neutral
4 - Disagree
5 - Strongly Disagree
6 - Not Applicable

		1	2	3	4	5	6
(57)	Something should be done to halt the federal government's gradual takeover of provincial rights.	___	___	___	___	___	___
(58)	The poor in this country are poor because of a lack of initiative to pull themselves out of this state.	___	___	___	___	___	___
(59)	Individual freedoms will continue to decline as government control increases.	___	___	___	___	___	___
(60)	Federal aid to education is always a danger to our educational system.	___	___	___	___	___	___
(61)	Individual initiative and thrift stand to be harmed by increases in social welfare.	___	___	___	___	___	___
(62)	The rights of all minorities to freedom of speech should be protected in Canada.	___	___	___	___	___	___
(63)	With a few exceptions, all Canadians have an equal opportunity to make their own way in life.	___	___	___	___	___	___
(64)	The federal government should do more to solve problems or unemployment.	___	___	___	___	___	___
(65)	Any increase in taxes should come mostly from business.	___	___	___	___	___	___

PART FOUR: Attitudes Towards Foreign Students

This final section deals with your perceptions of foreign students. Please answer the questions carefully and honestly.

(66) What do you think an optimum percentage of foreign students at the University of Alberta would be?

___ 1. 0% to 4%
___ 2. 5% to 9%
___ 3. 10% to 14%
___ 4. 15% to 19%
___ 5. 20% to 24%
___ 6. 25% and over

(67) Do you think a quota for foreign students should be implemented:

___ 1. For all departments and faculties.
___ 2. Only for certain departments and faculties.
___ 3. There should be different quotas for different departments and faculties.
___ 4. There should be no quotas.
___ 5. Other, please specify ______________________

(68) Please explain why you feel this way.

____
____
____

(69) Do you think quotas should be placed only on foreign students from certain countries? (You may check more than one answer.)

___ 1. No
___ 2. Yes, students from Hong Kong
___ 3. Yes, students from the United States
___ 4. Yes, students from the British Isles
___ 5. Yes, students from Western Europe
___ 6. Yes, students from the South Pacific
___ 7. Yes, students from Eastern Europe
___ 8. Yes, students from Africa
___ 9. Yes, students from India or Pakistan

(69) cont'd

___ 10. Yes, students from Southeast Asia
___ 11. Yes, students from the West Indies
___ 12. Yes, students from Central and South America
___ 13. Yes, students from the Middle East
___ 14. Other specify ______________________________
____

(70) Do you think foreign students cause any special problems for Alberta's universities, university staff, or Canadian students?

___ 1. No
___ 2. Don't know
___ 3. Yes, please explain: ________________________
____
____

(71) If you answered yes to the previous question, which group(s) of foreign students has caused most of these problems as far as you know? (You may check more than one answer.)

___ 1. Students from Hong Kong
___ 2. Students from the United States
___ 3. Students from the British Isles
___ 4. Students from Western Europe
___ 5. Students from the South Pacific
___ 6. Students from Eastern Europe
___ 7. Students from Africa
___ 8. Students from India or Pakistan
___ 9. Students from Southeast Asia
___ 10. Students from the West Indies
___ 11. Students from Central and South America
___ 12. Students from the Middle East
___ 13. Other specify ______________________________
____

(72) Do you think foreign students are readily accepted by Canadian students?

___ 1. Often accepted
___ 2. Usually accepted
___ 3. Just tolerated
___ 4. Other specify ____________

(73) If you feel foreign students are just tolerated or are seldom or never accepted, why do you think this is so?

____
____
____

Appendix B

Table 1 Canadian Students' Perceptions as to Whether Foreign Students are Being Accepted

Canadian Students' Perceptions	Percentages
Often accepted	51
Usually accepted	44
Just tolerated	2
Other	3

Table 2 Canadian Students' Perceptions as to Whether Foreign Students are Causing Special Problems at the University of Alberta

Canadian Students' Perceptions	Percentages
No	26
Don't know	29
Yes, causing problems	45

Table 3 Proximity of Canadian Students to Foreign Students

Places where foreign students are encountered	Percentages
Building of residence	29
Clubs or organizations	38
Classes	92

Appendix C

Table 1 Countries of Origin of Foreign Students at the University of Alberta

(Student Visa*)

UNITED STATES		(1)
BRITISH ISLES	Eire	
	England	
	Northern Ireland	
	Scotland	
	Wales	(5)
EASTERN EUROPE	Albania	
	Bulgaria	
	Czechoslovakia	
	Hungary	
	Poland	
	Romania	
	Yugoslavia	(7)
WESTERN EUROPE	Austria	
	Belgium	
	Denmark	
	Finland	
	France	
	Germany	
	Greece	
	Iceland	
	Italy	
	Luxembourg	
	Netherlands	
	Norway	
	Portugal	
	Spain	
	Sweden	
	Switzerland	(16)
CENTRAL AND SOUTH AMERICA	Argentina	
	Bolivia	
	Brazil	
	British Guiana	
	Chile	
	Columbia	
	Costa Rica	
	Guatemala	
	Guyana	

Table 1, cont'd

CENTRAL AND SOUTH AMERICA, cont'd	Honduras	
	Nicaragua	
	Panama	
	Peru	
	Venezuela	(14)
SOUTH PACIFIC	Australia	
	Fiji Islands	
	New Zealand	(3)
ASIA	Afghanistan	
	Bangladesh	
	China	
	Formosa and Taiwan	
	India	
	Japan	
	Nepal	
	Pakistan	
	Sri Lanka (Ceylon)	(9)
SOUTHEAST ASIA	Burma	
	Indonesia	
	Korea	
	Malaysia	
	Philippines	
	Singapore	
	Thailand	
	Viet Nam	(8)
HONG KONG		(1)
MIDDLE EAST	Egypt	
	Iran	
	Iraq	
	Israel	
	Jordan	
	Lebanon	
	Syria	
	Turkey	(8)
AFRICA	Algeria	
	Cameroon	
	Cyprus	
	Ethiopia	
	Ghana	
	Kenya	
	Libya	
	Malawi	

Table 1, cont'd

AFRICA, cont'd	Malta Mauritius Morocco Nigeria Rhodesia Sierra Leone Tanzania Uganda Union of South Africa Zambia	(18)
	Total Countries -	92